

2007 Texas A&M University Combined Research and Extension Annual Report

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I. Report Overview

1. Executive Summary

Texas is the second largest state in the nation with approximately 23 million citizens. The size and scope of Texas poses unique challenges with a wide range of diversity including both the agricultural and human sectors. The issues and needs of Texans vary by numerous factors and, in many cases, are complex. Texas is one of the most rural and urban states in the nation with a majority of its citizens living in 20 of the 254 counties in the state.

Texas AgriLife Research and the Texas AgriLife Extension Service are the land-grant research and Extension components of the Texas A&M System and are headquartered in College Station, Texas. Since its beginning in 1876 as a land-grant institution, Texas A&M University has been a recognized leader in agriculture, food, and natural resources. Today, Texas A&M University, Texas AgriLife Research (AgriLife Research), and the Texas AgriLife Extension Service (AgriLife Extension) continue this legacy through outstanding academic programs, important contributions to science through research and discovery, and life-long learning and youth development through Extension programs. The work of both AgriLife Research and AgriLife Extension is guided by strategic plans and roadmaps. The Science Roadmap, developed by AgriLife Research, is designed to enable AgriLife Research to focus its resources on issues of highest importance as identified by agency scientists and other stakeholders. The goals of the Science Roadmap are vital and equally important to ensuring a positive future for Texas and its citizens. The goals of the Science Roadmap include: 1) Sustain healthy ecosystems and conserve our natural resources. 2) Enhance competitiveness and prosperity of urban and rural agricultural industries. 3) Improve public health and well-being.

The Extension Roadmap, developed by AgriLife Extension, is designed to enable the dissemination of research-based information to the citizens of Texas on issues of importance as identified through grassroots and other stakeholder input processes. This information is intended to allow the citizens of Texas to make sound decisions that will improve the overall quality of life for themselves and all Texans. The goals of the Extension Roadmap are: 1) Ensure a sustainable, profitable, and competitive food and fiber system in Texas. 2) Enhance natural resource conservation and management. 3) Build local capacity for economic development in Texas communities. 4) Improve the health, nutrition, safety, and economic security of Texas families. 5) Prepare Texas youth to be productive, positive, and equipped with life skills for the future. 6) Expand access to Extension education and knowledge resources.

Work on issues of importance in the state is a joint endeavor by both AgriLife Research and AgriLife Extension. Research-based information is translated to practical best management practices and disseminated via multiple channels including the network of agents in all 254 counties in the state. Identification of issues and needs is conducted at multiple levels by both AgriLife Research and AgriLife Extension. Grassroots involvement by citizens, advisory groups, and commodity and industry groups are just a few of the ways this information is generated. Work with other states on areas of shared interest is also of high priority. Efforts by AgriLife Research and the AgriLife Extension in 2007 were very successful. Data in this report highlight the activities and success of 17 major program areas supported by AgriLife Research and AgriLife Extension. The 17 program areas represent areas from livestock and crop production to human health and serving under-represented audiences. Specifically, the 17 programs include:

Agriculture and Natural Resources
Range Management
Economics and Management
Livestock and Meat Quality, Safety and Productivity
Crop and Forage Production
Water Management
Community and Economic Development
Community Resource and Economic Development
Family and Consumer Sciences
Cancer Risk Reduction and Early Detection
Child Passenger Safety
Diabetes Education
Exercise and Wellness
Food and Nutrition for Limited Resource Audiences
Food Safety
Parenting and Dependent Care
4-H and Youth Development
Character Education
Leadership and Volunteer Development
Life Skills for Youth
Out of School Time
Output and Outcome indicators represented in the specific program areas of this report represent representative samples of successes. In many cases, additional successes were achieved. Some of these additional successes are noted in the evaluation section for each program.

Total Actual Amount of professional FTEs/SYs for this State

Year: 2007	Extension		Research	
	1862	1890	1862	1890
Plan	412.7	0.0	228.1	0.0
Actual	461.4	0.0	182.0	0.0

II. Merit Review Process

1. The Merit Review Process that was Employed for this year

- Internal University Panel

2. Brief Explanation

AgriLife Research and AgriLife Extension Administrative Leaders serve as merit reviewers for the Federal Plan of Work, the Federal Report of Accomplishments and Results, and associated grants and contracts. This team is comprised of senior administrative staff, as well as department heads, associate department heads for Extension, and resident directors at research centers. This leadership team is responsible for the oversight and management of all programs conducted by research and Extension faculty.

III. Stakeholder Input

1. Actions taken to seek stakeholder input that encouraged their participation

- Use of media to announce public meetings and listening sessions
- Targeted invitation to traditional stakeholder groups
- Targeted invitation to non-traditional stakeholder groups
- Targeted invitation to traditional stakeholder individuals
- Targeted invitation to non-traditional stakeholder individuals
- Survey of traditional stakeholder groups
- Survey specifically with non-traditional groups

Brief Explanation

Both AgriLife Extension and AgriLife Research utilize various methods to reach stakeholder groups within the State of Texas. AgriLife Extension used multiple sources of input from stakeholders. These include local clientele, commodity/special interest groups, trend data monitored by specialists, various county committees, elected officials, and emerging issues. Teams of Extension and research faculty meet based on need to analyze these issues, which leads to priority setting and development of programs to address the needs and issues raised by the various stakeholder groups and methods.

In 2007, and as part of AgriLife Extension's strategic planning effort, local Leadership Advisory Boards (LABs) began to validate issues raised in the local stakeholder input process. Leadership Advisory Boards serve as a conduit to local citizens and their needs. These boards are comprised of community opinion leaders charged with providing long-term visioning and advocacy for the local Extension program. Approximately 2,500 individuals serve on Leadership Advisory Boards across the state.

In addition, another 10,000 citizens serve on program area committees, task forces, coalitions, and youth boards. These volunteers represent specific areas of the local program and are involved in issues identification, program development and delivery, evaluation and interpretation of programs, and management of other volunteers. These volunteers represent all 254 counties in the state.

The AgriLife Research Administration, Department Heads, and Resident Directors regularly met with the major agricultural industries and commodity groups in Texas. AgriLife Research has encouraged the public to participate in helping set priorities, assess current program and process effectiveness, and determine future directions. These processes were open, fair, and accessible to encourage individuals, groups, and organizations to have a voice, and treated all with dignity and respect. Stakeholders were initially identified by membership in listed organizations, though all events were public and were announced in the press and other written notice. Input from these events was captured by AgriLife Research participants, and in some cases, was published for further public use. Stakeholder input has always been critical to AgriLife Research processes and programs, and listed events and organizations continue as essential partners in setting the AgriLife Research agenda, and recognizing and addressing emerging issues. A concentrated effort was done for small grains, corn, sorghum, and cotton resulting in a jointly developed strategic plan.

2(A). A brief statement of the process that was used by the recipient institution to identify individuals and groups stakeholders and to collect input from them

1. Method to identify individuals and groups

- Use Advisory Committees
- Open Listening Sessions
- Needs Assessments
- Use Surveys
- Other (Meetings with various stakeholder groups)

Brief Explanation

The basis for AgriLife Research and AgriLife Extension's relevance in the State of Texas is grassroots involvement. AgriLife Extension has utilized Open Listening Sessions as part of the grassroots Texas Community Futures (TCFF) Process. These sessions provide local clientele the opportunity to voice their opinion on issues of importance to their lives and the lives of others in their community. The TCFF process was first implemented in 1999 and again in 2004. In 2007, and as part of AgriLife Extension's strategic planning effort, local Leadership Advisory Boards (LABs) began a process to validate issues raised in the local stakeholder input process. Leadership Advisory Boards serve as a conduit to local citizens and their needs. These boards are comprised of community opinion leaders charged with providing long term visioning and advocacy for the local Extension program. Approximately 2,500 individuals serve on Leadership Advisory Boards across the state. In addition, another 10,000 citizens serve on program area committees, task forces, coalitions, and youth boards. These volunteers represent specific areas of the local program and are involved in issues identification, program development and delivery, evaluation and interpretation of programs, and management of other volunteers. These volunteers represent all 254 counties in the state. Information from other stakeholders is obtained in various ways. Regular meetings are held with various commodity and interest groups. These groups provide input into programmatic decisions including development of new efforts, modification of existing efforts, and termination of programs that are no longer relevant. Finally, various subject matter groups employ the use of surveys and other needs assessment processes to gain information specifically about their subject area. Data from these processes are used to develop programs to address issues. AgriLife Research has incorporated data from the AgriLife Extension's process, as well as other stakeholder input methods, for development of initiatives and programs.

2(B). A brief statement of the process that was used by the recipient institution to identify individuals and groups who are stakeholders and to collect input from them

1. Methods for collecting Stakeholder Input

- Meeting with traditional Stakeholder groups
- Survey of traditional Stakeholder groups
- Meeting with traditional Stakeholder individuals
- Survey of traditional Stakeholder individuals
- Meeting with the general public (open meeting advertised to all)
- Survey specifically with non-traditional groups
- Other (Modified Nominal Group Process)

Brief Explanation

Both AgriLife Extension and AgriLife Research use multiple methods to reach stakeholder groups within the State of Texas. AgriLife Extension uses multiple sources of input from various stakeholders. These include local clientele, commodity/special interest groups, trend data monitored by specialists, various county committees, elected officials, and emerging issues. Teams of Extension and Research faculty meet to analyze these issues which leads to priority setting and development of programs to address the needs and issues raised by the various stakeholder groups and methods. Methods of data collection include surveys, focus group sessions, data collected as a result of program evaluations, expert panels, meetings with stakeholders, and open forum type meetings to solicit input. All data from all sources is considered when decisions are made regarding the future directions of Research and Extension efforts.

3. A statement of how the input was considered

- In the Budget Process
- To Identify Emerging Issues
- Redirect Extension Programs
- Redirect Research Programs
- In the Staff Hiring Process
- In the Action Plans
- To Set Priorities
- Other (Create strategic plans)

Brief Explanation

Both AgriLife Research and AgriLife Extension use data from the various stakeholder input processes to direct programming efforts at the local, district, regional, and state level. During the summer of 2004, Data Summits were held across the state to review information collected from the various stakeholder input processes. County, district, and state faculty participated in these meetings, each bringing an important perspective to the process. As a result of the Data Summits, action plans and evaluation strategies were developed to address priority issues. These plans were developed for use at the local, regional, and/or state level depending on the scope of the issue. These action plans are currently being used by faculty to develop specific educational programs to address these issues. Results of the Data Summits, as well as local data collected during the TCFF process, is available at <http://futuresforum.tamu.edu>.

Brief Explanation of what you learned from your Stakeholders

Information from key stakeholder groups both informs and validates the strategic plans, and research and programming efforts for both Texas AgriLife and AgriLife Extension. This information allows both agencies to remain relevant and accountable for the public funds entrusted via partnerships with local, state, and federal governments.

IV. Expenditure Summary

1. Total Actual Formula dollars Allocated (prepopulated from C-REEMS)			
Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
11666670	0	12174520	0

2. Totaled Actual dollars from Planned Programs Inputs				
	Extension		Research	
	Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
Actual Formula	6161859	0	5889062	0
Actual Matching	6161859	0	18278843	0
Actual All Other	37449989	0	21576196	0
Total Actual Expended	49773707	0	45744101	0

3. Amount of Above Actual Formula Dollars Expended which comes from Carryover funds from previous years				
Carryover	2629668	0	0	0

V. Planned Program Table of Content

S. NO.	PROGRAM NAME
1	Range Management
2	Economics and Management
3	Diabetes Education
4	Exercise and Wellness
5	Community Resource and Economic Development
6	Water Management
7	Parenting and Dependent Care
8	Character Education
9	Out of School Time
10	Leadership and Volunteer Development
11	Food Safety
12	Food and Nutrition Education for Limited Resource Audiences
13	Livestock and Meat Quality, Safety, and Productivity
14	Life Skills for Youth
15	Crop and Forage Production Systems
16	Child Passenger Safety
17	Cancer Risk Reduction and Early Detection

Program #1**V(A). Planned Program (Summary)****1. Name of the Planned Program**

Range Management

V(B). Program Knowledge Area(s)**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
112	Watershed Protection and Management	40%		40%	
121	Management of Range Resources	60%		60%	
	Total	100%		100%	

V(C). Planned Program (Inputs)**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2007	Extension		Research	
	1862	1890	1862	1890
Plan	11.2	0.0	7.3	0.0
Actual	16.5	0.0	20.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c 220353	1890 Extension 0	Hatch 445733	Evans-Allen 0
1862 Matching 220353	1890 Matching 0	1862 Matching 1990612	1890 Matching 0
1862 All Other 1339239	1890 All Other 0	1862 All Other 4613963	1890 All Other 0

V(D). Planned Program (Activity)**1. Brief description of the Activity**

Primary activities in this program focused on development and conducting research and educational programs to support proper management and restoration of native rangelands for clientele. Applied research and result demonstrations to support improved rangeland management were also conducted. Training and support for county Extension agents and specialists are provided on appropriate and timely aspects of rangeland management. Emphasis is placed on continued development of appropriate publications, websites, online courses, and other teaching materials.

Work of the AgriLife Research and AgriLife Extension is conducted jointly where research-based information is generated and transferred to clientele.

2. Brief description of the target audience

The target audiences for this program include federal and state agencies, youth, and adults. The adult audiences specifically include traditional landowners, operators, absentee landowners, and "new" novice landowners that either just bought land or returned to their land after a period of time.

V(E). Planned Program (Outputs)**1. Standard output measures****Target for the number of persons (contacts) reached through direct and indirect contact methods**

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	7000	21500	770	0
2007	11223	61841	627	0

2. Number of Patent Applications Submitted (Standard Research Output)**Patent Applications Submitted****Year Target****Plan:** 0

2007 : 0

Patents listed**3. Publications (Standard General Output Measure)****Number of Peer Reviewed Publications**

	Extension	Research	Total
Plan			
2007	4	218	222

V(F). State Defined Outputs**Output Target****Output #1****Output Measure**

- # of group educational sessions conducted.

Year	Target	Actual
2007	250	536

Output #2**Output Measure**

- # of research-related publications.

Year	Target	Actual
2007	35	218

Output #3**Output Measure**

- # of research-related projects.

Year	Target	Actual
2007	15	81

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

O No.	Outcome Name
1	% of Land Managers who report increased knowledge leading to better decision-making.
2	% of livestock producers who report increased knowledge of rangeland monitoring, watershed management, weed and brush control.
3	# Result demonstrations/applied research projects.

Outcome #1**1. Outcome Measures**

% of Land Managers who report increased knowledge leading to better decision-making.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	65	57

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

To make informed decisions regarding brush and weed management using herbicides on the 90 million acres of rangeland in Texas, rangeland owners/managers must have a knowledge of herbicides available for rangeland use so that appropriate herbicides and spray additives can be selected. The goal of this program was to improve rangeland owner/manager knowledge an average of 30% across 11 teaching points focused on herbicides for specific uses, new herbicides available, spray additives, and active ingredient names to aide in herbicide selection.

What has been done

A presentation titled Rangeland Herbicides 101 was developed and presented by members of the program unit at 43 educational events. These presentations included 36 single-county and five multi-county events in nine Extension Districts and one statewide event.

Change in knowledge as a result of these presentations was measured using a retrospective-post evaluation instrument focused on 11 teaching points featured in the presentations. A total of 2,416 landowners and managers representing over 4.2 million acres attended these educational events.

Results

Increase in knowledge averaged 57%, with a range of 48 to 76%, across the 11 teaching points measured in the evaluation instrument, exceeding the 30% goal set for the program. Increase in knowledge for all teaching points was statistically significant ($P < 0.0001$).

The evaluation instrument also asked, "Will the information presented help you make better decisions selecting and using herbicides on rangeland?" Eighty-eight percent of those returning the evaluation answered this question. Of those answering the question, 99.8% answered yes.

4. Associated Knowledge Areas

KA Code	Knowledge Area
112	Watershed Protection and Management
121	Management of Range Resources

Outcome #2**1. Outcome Measures**

% of livestock producers who report increased knowledge of rangeland monitoring, watershed management, weed and brush control.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	65	75

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Management of rangelands in Texas is a complex process. Many factors lead to complex interactions occurring in this biological system. The Texas Extension Range Specialists group conducts a variety of programs aimed at educating landowners about rangeland monitoring, watershed management, and weed and brush control.

What has been done

County-level educational events were conducted throughout 2007 in 35 locations across the state to educate landowners about proper rangeland management and monitoring procedures. Specialists also conducted 57 county level meetings related to watershed management and 65 programs on weed and brush control. Most of these meetings were conducted with slide show presentations and field demonstrations. These programs were conducted by Extension Range Specialists in cooperation with county Extension agents.

Results

Most programs conducted are evaluated throughout the year with a high clientele satisfaction rating. As an example, satisfaction and knowledge gain results from a program on endangered species certification for brush control is summarized. As a result of the training, participants increased their level of knowledge 84% when averaged across the eight primary teaching points. Percent knowledge gained ranged from 55% to 108% for individual teaching points. Ninety-seven percent of the participants indicated they gained information that will help them make better decisions when applying brush control practices near or within endangered species habitat.

4. Associated Knowledge Areas

KA Code	Knowledge Area
112	Watershed Protection and Management
121	Management of Range Resources

Outcome #3**1. Outcome Measures**

Result demonstrations/applied research projects.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	15	77

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Result demonstrations continue to be an effective tool in actively teaching of principles and practices related to management of rangelands. The Texas Extension Range Specialists are active working with county Extension agents to establish quality demonstration projects across the state.

What has been done

Well over 150 active demonstrations related to weed and brush control are established in the state. These demonstrations occur in 77 different counties.

Results

Evaluations of practice adoption and decision making is evaluated throughout the year at educational field tours of demonstration plots and at other county level programs. Overall, satisfaction with demonstration programs and corresponding field days is extremely high. As an example, satisfaction surveys were conducted at a field day attended by over 200 people.

Results showed an average of knowledge gained of 73%, an adoption rate of 42%, and an average clientele satisfaction rate of 95%.

4. Associated Knowledge Areas

KA Code	Knowledge Area
121	Management of Range Resources

V(H). Planned Program (External Factors)**External factors which affected outcomes**

- Natural Disasters (drought, weather extremes, etc.)

Brief Explanation

The first three-quarters of 2007 included abundant rainfall that resulted in tremendous grass production. However, the rains ceased late in the year. This, coupled with low livestock numbers and some early fronts with high winds and low humidities, resulted in an early and long fire season. Numerous wild fires have occurred in almost every part of the state. Most of these were small, but others burned thousands of acres. Fires requires three things: fuel, oxygen, and an ignition source. We can manage for the former and the latter.

AgriLife Extension Wildland Fire Educational program has preparedness, mitigation, response, and recovery components. During this past year the Wildfire Incident Response Team was organized. All appropriate, practical sources of wild land fire information in Texas was assembled and placed on the Agrilife Extension disaster website (Texas EDEN).

The incident Response Team was involved with the Governor's Disaster Group and the State Operation Center for Emergencies meetings in Austin were attended and we participated in two planning teleconferences. Situation reports were forwarded to appropriate Extension and other agency personnel as it is received. We also acted as a liaison to forward information on fire weather from the National Weather Service and NOAA, as well as coordinate activities with the Texas Forest Service.

V(I). Planned Program (Evaluation Studies and Data Collection)**1. Evaluation Studies Planned**

- Retrospective (post program)
- Other (anecdotal)

Evaluation Results

Rangeland Herbicides 101 Outcome Program

Relevance:

To make informed decisions regarding brush and weed management using herbicides on the 90 million acres of rangeland in Texas, rangeland owners/managers must have a knowledge of herbicides available for rangeland use so that appropriate herbicides and spray additives can be selected. The goal of this program was to improve rangeland owner/manager knowledge an average of 30% across 11 teaching points focused on herbicides for specific uses, new herbicides available, spray additives, and active ingredient names to aid in herbicide selection.

Response and Results:

A PowerPoint presentation titled Rangeland Herbicides 101 was developed and presented by members of the program unit at 43 educational events. These presentations included 36 single-county and five multi-county events in nine Extension Districts and one statewide event.

Change in knowledge as a result of these presentations was measured using a retrospective-post evaluation instrument focused on 11 teaching points featured in the presentations. A total of 2,416 landowners and managers representing over 4.2 million acres attended these educational events. A total of 1,794 persons (74% of those attending events) returned the evaluation instrument.

Increase in knowledge averaged 57%, with a range of 48 to 76%, across the 11 teaching points measured in the evaluation instrument, exceeding the 30% goal set for the program. Increase in knowledge for all teaching points was statistically significant ($P < 0.0001$).

The evaluation instrument also asked, "Will the information presented help you make better decisions selecting and using herbicides on rangeland?" Eighty-eight percent of those returning the evaluation answered this question. Of those answering the question, 99.8% answered yes.

Key Items of Evaluation

Program #2**V(A). Planned Program (Summary)****1. Name of the Planned Program**

Economics and Management

V(B). Program Knowledge Area(s)**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
602	Business Management, Finance, and Taxation	25%		25%	
604	Marketing and Distribution Practices	25%		25%	
605	Natural Resource and Environmental Economics	10%		10%	
606	International Trade and Development	10%		10%	
608	Community Resource Planning and Development	10%		10%	
610	Domestic Policy Analysis	20%		20%	
	Total	100%		100%	

V(C). Planned Program (Inputs)**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2007	Extension		Research	
	1862	1890	1862	1890
Plan	21.9	0.0	14.0	0.0
Actual	22.1	0.0	14.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
295139	0	705182	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
295139	0	1023247	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
1793768	0	2809347	0

V(D). Planned Program (Activity)**1. Brief description of the Activity**

Numerous activities, events, and experiences were conducted to address the needs of producers and other clientele in the area of economics and management. These included but were not limited to, workshops, one-on-one intervention, marketing clubs, cooperatives, popular press articles, extension publications, and other methods as needed. These educational approaches focused on the identified needs of those who participate in our programs. Work of the AgriLife Research and AgriLife Extension was conducted jointly where research-based information was generated and then transferred to clientele. This work was conducted primarily on campus with dissemination efforts both on campus and at various research and extension centers across the state. Collaborative efforts were also an important part of this area. Work with various commodity groups and other agencies were routinely conducted by both AgriLife Research and AgriLife Extension faculty. Examples of this work include the corn producers on policy work and the Farm Service Agency on price projections for the coming year.

2. Brief description of the target audience

The target audience for the economics and management program included all Texas producers. Specifically, commercially viable agricultural producers were targeted, but additional efforts were targeted to small scale operators, part-time producers, new/young landowners/producers, and commodity groups. The target audiences were very diverse in knowledge, skills, attitudes, and aspirations to learn and adopt important strategies to be successful. Therefore, the methods used in this area varied depending on the audience being addressed.

V(E). Planned Program (Outputs)

1. Standard output measures

Target for the number of persons (contacts) reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	26500	43000	0	0
2007	25549	140212	488	0

2. Number of Patent Applications Submitted (Standard Research Output)

Patent Applications Submitted

Year Target

Plan: 0

2007 : 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

	Extension	Research	Total
Plan			
2007	46	208	254

V(F). State Defined Outputs

Output Target

Output #1**Output Measure**

- # of group educational sessions conducted.

Year	Target	Actual
2007	1110	1473

Output #2**Output Measure**

- # of research-related publications.

Year	Target	Actual
2007	130	208

Output #3**Output Measure**

- # of research-related projects.

Year	Target	Actual
2007	45	44

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

O No.	Outcome Name
1	Percent of producers that report a savings in money or increased profit by best management practices adopted.
2	% of target audience that reports an increased knowledge of economics and management strategies.
3	Number of producers who conduct whole farm or ranch risk assessment evaluations.

Outcome #1**1. Outcome Measures**

Percent of producers that report a savings in money or increased profit by best management practices adopted.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	35	24

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Producers attending in-depth workshops are learning the information needed to improve their risk management skills, and increase their economics returns.

What has been done

A 2.5 year post survey was mailed to participants of the 2005 Master Marketer program to determine knowledge gain, adoption of new practices, and economic impact. The survey was an in-depth 14-page survey that was followed up with reminder postcards and phone calls. The survey was done 2.5 years after the initial program to allow time for adoption of new practices and identify economic impacts.

Results

Survey results indicated participants increased understanding of risk management tools, increased their willingness to use new tools and analysis, and felt that they had increased their income by an average of \$37,536 relative to how they would have performed before going through the program.

4. Associated Knowledge Areas

KA Code	Knowledge Area
604	Marketing and Distribution Practices
610	Domestic Policy Analysis
602	Business Management, Finance, and Taxation

Outcome #2**1. Outcome Measures**

% of target audience that reports an increased knowledge of economics and management strategies.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	65	97

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Producers attending in-depth workshops are learning the information needed to improve their risk management skills.

What has been done

Pre-test and post-test instruments were used to determine knowledge gained at Master Marketer, Developing this Year's Feedgrain Marketing Plan, and Personnel Management Workshops.

Results

Master Marketer graduates (26 respondents) showed a knowledge gain of 42.54% from pre-test to post-test. The 26 respondents from the Developing this Year's Feedgrain Marketing Plan Workshop showed a knowledge gain of 9.69% from pre-test to post-test. The 45 respondents from the Personnel Management workshop showed a knowledge gain of 34.96% from pre-test to post-test.

4. Associated Knowledge Areas

KA Code	Knowledge Area
602	Business Management, Finance, and Taxation
604	Marketing and Distribution Practices
610	Domestic Policy Analysis

Outcome #3**1. Outcome Measures**

Number of producers who conduct whole farm or ranch risk assessment evaluations.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	100	114

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

The FARM Assistance model (financial simulation strategic planning tool) was used to complete 114 analyses for producers, and another 45 for demonstrations or agent planning purposes. The completed analyses for producers represent over 300,000 acres and almost \$145 million in managed assets. Comparison of various scenarios show that strategic planning tools can have economic benefits.

What has been done

Participants are able to analyze their own economic situation over a 10-year planning period using the FARM Assistance model.

Results

Comparing the difference between the base situation and one alternative scenario implies the producers using the program, on average, could expect a \$23,700 per year difference in net worth.

4. Associated Knowledge Areas

KA Code	Knowledge Area
602	Business Management, Finance, and Taxation
610	Domestic Policy Analysis
605	Natural Resource and Environmental Economics
608	Community Resource Planning and Development
604	Marketing and Distribution Practices

V(H). Planned Program (External Factors)**External factors which affected outcomes**

- Economy

Brief Explanation**V(I). Planned Program (Evaluation Studies and Data Collection)****1. Evaluation Studies Planned**

- Retrospective (post program)
- Before-After (before and after program)

Evaluation Results**Key Items of Evaluation**

Program #3**V(A). Planned Program (Summary)****1. Name of the Planned Program**

Diabetes Education

V(B). Program Knowledge Area(s)**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
724	Healthy Lifestyle	100%		100%	
	Total	100%		100%	

V(C). Planned Program (Inputs)**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2007	Extension		Research	
	1862	1890	1862	1890
Plan	17.7	0.0	1.2	0.0
Actual	20.2	0.0	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
269765	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
269765	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
1639553	0	405	0

V(D). Planned Program (Activity)**1. Brief description of the Activity**

1.4 million adult Texans are diagnosed with diabetes with the annual cost estimated at \$12.5 billion. With the increased Hispanic population at a higher risk for diabetes, projections indicate a greater incidence rate and increased future costs in Texas. Health costs increase with lack of diabetes management. Diabetic individuals can manage their disease with education, but it is not readily available. Health professional faculty developed an educational series (five class nutrition and self-care lessons aimed toward lasting lifestyle changes related to nutrition, exercise, monitoring blood sugar levels, managing medications, and other topics, plus a second phase of four diabetes cooking lessons—the practical application of phase one. Leadership for the marketing, registration, data collection, food preparation demonstrations, procurement of medical supplies, and finding community locations is through the county Extension agents who partner with local health care professionals to teach the classes. On-line data collection of the registration, wrap-up and reunion surveys for both programs is used and is providing results.

2. Brief description of the target audience

The target audience is all people with type 2 diabetes who need training to learn self-care management skills such as nutrition (limiting carbohydrates, fat, sodium, and increasing fiber intake), increasing physical activity, taking prescribed medications, checking blood glucose levels, and regularly visiting health care providers. Within the State of Texas, the population is diverse and with the rising Hispanic population, comes a need to include programs addressing the needs of this under-served population.

V(E). Planned Program (Outputs)**1. Standard output measures****Target for the number of persons (contacts) reached through direct and indirect contact methods**

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	12700	41250	0	0
2007	25594	77269	1798	0

2. Number of Patent Applications Submitted (Standard Research Output)**Patent Applications Submitted**

Year Target

Plan: 0

2007 : 0

Patents listed**3. Publications (Standard General Output Measure)****Number of Peer Reviewed Publications**

	Extension	Research	Total
Plan			
2007	3	3	6

V(F). State Defined Outputs**Output Target****Output #1****Output Measure**

- # of research-related publications.

Year	Target	Actual
2007	5	3

Output #2**Output Measure**

- # of group educational sessions conducted.

Year	Target	Actual
2007	1125	1530

Output #3**Output Measure**

- # of research-related projects.

Year	Target	Actual
2007	1	1

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

O No.	Outcome Name
1	# of participants who report improved before meals blood glucose levels after attending 5 of the six classes.
2	# who complete the first diabetes series of 5 lessons.
3	Number of nurses trained on diabetes education.

Outcome #1**1. Outcome Measures**

of participants who report improved before meals blood glucose levels after attending 5 of the six classes.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	1000	1146

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Persons with diabetes should keep blood glucose within normal range (<126 mg/dL). Research has shown that education is the single-most important thing people with diabetes can do to improve their health status and prevent the onset of complications.

What has been done

Curricula developed targeting type 2 diabetic clients focuses on blood glucose control through lifestyle changes, teaching them how to include the use of medication, increase physical activity, and healthy food choices via portion control, and overall knowledge increase in lifestyle choices (modifying recipes to cut fat, sugar, salt, and increase fiber) resulting in improved blood glucose control.

Results

On both the Do Well Be Well (DWBW) and Cooking Well with Diabetes(CWWD) wrap up evaluations with 4 blood glucose matched questions, blood glucose levels averaged 123 on 1,146 surveys and follow-up reunion surveys averaged 122.5 on total of 322 6-month follow-up surveys.

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle

Outcome #2**1. Outcome Measures**

who complete the first diabetes series of 5 lessons.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	{No Data Entered}	762

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

With growing diabetes problem in Texas, this pilot-tested Cooking Well with Diabetes (CWWD) reinforces the practical application of the nutrition and self-care educational series. 89% (762) never had diabetes cooking school experience.

What has been done

Extension agents utilize their health coalitions in teaching nutrition education. By selecting creative techniques when teaching these nutrition concepts, Extension educators help motivate clients to change. In these cooking school lessons, they practiced: identifying starchy vegetables; ways to make foods taste sweeter; best cooking practices to reduce fat content in foods; herbs/spices to replace sodium content; and how to modify recipes substituting ingredients to reduce sugar, fat, sodium, and increase fiber in foods. Those attending all four lessons were offered Tastes of Texas Diabetes Cookbook.

Results

54% of 762 who registered participants kept their blood glucose at 124 milligram per deciliter (mg/dL); 60% of 534 wrap-up survey responders kept their blood glucose at 122.8 mg/dL; and 63% of 311 reunion responders blood glucose was reported at 123.8 mg/dL--well below the recommended blood glucose levels (126 mg/dL). 2007 CWWD evaluations revealed: 78.8% (519) could recognize starchy vegetables; at least 72.7 % (456) knew how to make foods taste sweeter by adding vanilla; 92.6% (641) knew which cooking method would not reduce the fat content of the food.

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle

Outcome #3**1. Outcome Measures**

Number of nurses trained on diabetes education.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	{No Data Entered}	80

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

In Texas, Wesley Methodist nurses work in rural counties partnering to teach both the 5 lesson nutrition and self-care diabetes curriculum and the 4 lesson diabetes cooking school series with the county Extension agents in their counties. In some counties, there are fewer health professionals so these nurses help to fill the knowledge gap. They may not have had the opportunity to participate in in-service diabetes training and be up-to-date in diabetes self-care and nutrition concepts.

What has been done

At their request, self-care and nutrition Extension health professionals trained the Wesley nurses in one statewide training in December 2007. They will be using the same registration, wrap-up, and reunion surveys to gather data.

Results

At this time, the results of this training have not been fully evaluated since they were only trained in December 2007. Early results indicate a marked change in their pre and post-test training instrument surveys.

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy

Brief Explanation

Annual health care costs for people without diabetes are estimated between \$2,560 and \$5,642, and at \$13,243 for people with diabetes. Proper self-management enables people with diabetes to reduce their health care costs to close to non-diabetes levels. Participants in Extension self-care and nutrition lessons improved their self-management skills. For the 1,724 participants in 2007, the total potential economic impact is estimated at \$119.9 million.

Participation in Extension educational nutrition and self-care program and diabetes cooking school provides for communities the following: reaching communities and individuals who do not have access to diabetes education; enabling a better quality of life and productivity level for people with diabetes; and reducing the strain on medical services and state funding, such as Medicaid.

V(I). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned

- Other (Registration (before), After and Reunion)

Evaluation Results

During 2004 to 2007, some 92 trained agents conducted diabetes cooking schools. Some of the most significant of those results are listed below:

- Since 2004, 2,154 diabetic individuals completed registration surveys; 1,534, wrap-up surveys; and 1,021 reunion surveys providing 1021 sets valid data.
- Average age was 62.5 years with 1,747 females (81%) and 407 males (19%).
- Some 90.5 % respondents never previously participated in a cooking school.
- Average hemoglobin A1C was reported at 7.0.
- When asked about type of meal plan they followed, some 13.0 % (237) answered diabetes food exchanges; carbohydrate counting, 20.4%(484); plate method, 4.2 % (81); 9.2 % (179) other meal plans; and 42.4 % (827) receiving no meal plan at all.
- Responses on the registration, wrap-up, and reunion surveys documented increased overall knowledge increase in lifestyle choices (for example, modifying recipes to cut fat, sugar, and salt, and increase fiber).
- 2007 evaluations revealed: 78.8% (519) could recognize starchy vegetables; at least 72.7 % (456) knew how to make foods taste sweeter by adding vanilla; 92.6% (641) knew which cooking method would not reduce the fat content of the food.

Key Items of Evaluation

One class member in both AgriLife Extension diabetes programs lost 130 pounds. The message was very clear-a need to make lifestyle changes. Both his wife and daughter have also joined him in eating more healthful foods and increasing daily activities. He told his county agent: "The work that you do has saved my life and that of my family. Besides, now we are much happier, feel better about ourselves, and enjoy life to the fullest."

Program #4**V(A). Planned Program (Summary)****1. Name of the Planned Program**

Exercise and Wellness

V(B). Program Knowledge Area(s)**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
724	Healthy Lifestyle	100%		100%	
	Total	100%		100%	

V(C). Planned Program (Inputs)**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2007	Extension		Research	
	1862	1890	1862	1890
Plan	8.2	0.0	0.0	0.0
Actual	30.1	0.0	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
401976	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
401976	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
2443096	0	0	0

V(D). Planned Program (Activity)**1. Brief description of the Activity**

County Extension agents will form local coalitions that will recruit participants and provide leadership to implement Walk Across Texas! Teams of eight people or classes of children at schools are recruited to walk for eight weeks. Teams and classes are challenged to walk regularly for eight weeks, reporting their mileage on <http://walkacrosstexas.tamu.edu>, to achieve the goal of walking the approximate 830 miles across Texas on a map that allows comparisons of teams and class progress. Participants are personally recruited, as well as groups like worksites, schools, churches and clubs using free media time. Week 1 mileage is compared with week 8 to determine if there is a significant increase in physical activity level.

2. Brief description of the target audience

Walk Across Texas! is open to anyone wanting to increase their physical activity level if they live in a community with a AgriLife Extension agent. 16,538 participated in the team Walk Across Texas! The average age was 44 years, 10,932 were Caucasian, 1,197 were African-American, 2,503 were Hispanic, 216 were Asian, 168 Native Americans, 1,354 listed no background, and 168 chose "other." 13,441 were female and 3,097 were male. 7,194 children participated in schools. 666 walked alone, not participating on any team.

V(E). Planned Program (Outputs)**1. Standard output measures****Target for the number of persons (contacts) reached through direct and indirect contact methods**

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	15300	47500	6650	0
2007	19705	81304	8606	0

2. Number of Patent Applications Submitted (Standard Research Output)**Patent Applications Submitted****Year Target****Plan:** 0

2007 : 0

Patents listed**3. Publications (Standard General Output Measure)****Number of Peer Reviewed Publications**

	Extension	Research	Total
Plan			
2007	0	0	0

V(F). State Defined Outputs**Output Target****Output #1****Output Measure**

- # of group educational sessions conducted.

Year	Target	Actual
2007	650	1636

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

O No.	Outcome Name
1	Increased number of miles walked per week at week one compared to week eight.

Outcome #1**1. Outcome Measures**

Increased number of miles walked per week at week one compared to week eight.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	20000	24292

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Texas ranks 8th in U.S. as most physically inactive state and 6th for highest child obesity level. 25% of Texans are obese. Regular physical activity and controlling weight can significantly reduce the incidence and impact of chronic illnesses like diabetes and heart disease.

What has been done

Walk Across Texas! was developed to initiate and establish a habit of regular, moderate physical activity by walking together for eight weeks.

Results

116 counties participated. 16,503 registered and 12,762 finished the 8 weeks. 7,194 youth participated in schools. Weekly average mileage significantly increased from 21 miles during week 1 to 25 miles during week 8. 50% report feeling less stressed. Participants have the potential to collectively save \$169 in health care costs and lost wages during their remaining years of life if they continue walking by avoiding type 2 diabetes.

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle

V(H). Planned Program (External Factors)**External factors which affected outcomes**

- Natural Disasters (drought,weather extremes,etc.)
- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programatic Challenges
- Populations changes (immigration,new cultural groupings,etc.)

Brief Explanation**V(I). Planned Program (Evaluation Studies and Data Collection)****1. Evaluation Studies Planned**

- Before-After (before and after program)

Evaluation Results

Team participants significantly increased their physical activity levels from 21 miles during week one to 25 miles by the end of week eight. It is estimated that if participants finishing Walk Across Texas! continue walking, they have the potential to save \$169 million in health care costs and by avoiding lost work days over their collective remaining years of life.

Key Items of Evaluation

Walk Across Texas! is a best practice program that significantly increases participants' physical activity level, establishes a habit of physical activity, and has a potential to reduce future health care costs and work days lost if participants continue walking.

Program #5**V(A). Planned Program (Summary)****1. Name of the Planned Program**

Community Resource and Economic Development

V(B). Program Knowledge Area(s)**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
608	Community Resource Planning and Development	80%		80%	
803	Sociological and Technological Change Affecting Individuals,	20%		20%	
	Total	100%		100%	

V(C). Planned Program (Inputs)**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2007	Extension		Research	
	1862	1890	1862	1890
Plan	31.1	0.0	0.0	0.0
Actual	37.3	0.0	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c 498130	1890 Extension 0	Hatch 0	Evans-Allen 0
1862 Matching 498130	1890 Matching 0	1862 Matching 0	1890 Matching 0
1862 All Other 3027491	1890 All Other 0	1862 All Other 0	1890 All Other 0

V(D). Planned Program (Activity)**1. Brief description of the Activity**

Provided training and program materials to County Extension Agents for conducting educational programs at the county level. Provided multi-county, regional and statewide educational programs via specialist faculty to stakeholders. Coordinated and collaborated with state and federal agencies as well as the regional rural development centers in community resources and economic development educational programs.

2. Brief description of the target audience

Target audiences for the program consisted of residents, elected and appointed officials, leaders and potential leaders, existing and potential business owner/managers in and around the over 1200 communities in all 254 counties of the state.

V(E). Planned Program (Outputs)**1. Standard output measures****Target for the number of persons (contacts) reached through direct and indirect contact methods**

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	26750	98100	2350	0
2007	104316	322865	19517	0

2. Number of Patent Applications Submitted (Standard Research Output)**Patent Applications Submitted****Year Target****Plan:** 0

2007 : 0

Patents listed**3. Publications (Standard General Output Measure)****Number of Peer Reviewed Publications**

	Extension	Research	Total
Plan			
2007	0	0	0

V(F). State Defined Outputs**Output Target****Output #1****Output Measure**

- # of group educational sessions conducted.

Year	Target	Actual
2007	1900	3253

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

O No.	Outcome Name
1	Percent of targeted counties conducting economic development related educational programs.
2	Land owner/managers in selected counties serve as demonstrations of natural resource-based economic development educational programs.
3	Participants of educational programs increasing knowledge of community leadership principles.

Outcome #1**1. Outcome Measures**

Percent of targeted counties conducting economic development related educational programs.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	25	34

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Broad-based issue identification processes continue to identify areas related to community resource and economic development as vitally important in Texas communities.

What has been done

Diverse educational programs and resources meeting local needs have been delivered to adult and youth learners throughout the state. This includes the significant and timely topic of community emergency management.

Results

Over 80 counties have conducted educational program activities addressing issues of community resources and economic development targeted at different local community needs.

4. Associated Knowledge Areas

KA Code	Knowledge Area
608	Community Resource Planning and Development

Outcome #2**1. Outcome Measures**

Land owner/managers in selected counties serve as demonstrations of natural resource-based economic development educational programs.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	12	12

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Operators that are evaluating their operations want real life examples. Referenced operations serve as demonstrations of natural resource based economic development and reinforce other education program content

What has been done

In 2007, educational programs that delivered content on topics of community and agricultural diversification through nature tourism for economic development are invited to speak at these events and are used as case studies.

Results

Through these programs relevant educational content was acquired by 1,771 clients.

4. Associated Knowledge Areas

KA Code	Knowledge Area
608	Community Resource Planning and Development

Outcome #3**1. Outcome Measures**

Participants of educational programs increasing knowledge of community leadership principles.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	65	100

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Broad based issues identification processes continue to identify community leadership as critical to community development.

What has been done

Building Connections Extension educational program has been implemented directly and via county Extension agent and community volunteer leaders.

Results

An average of over 100% increase in knowledge gained on key leadership topics. Anticipated behavioral changes range from 68% of participants (write personal vision/ organizational statement) to 100% (communicate, work with people of different cultures)

4. Associated Knowledge Areas

KA Code	Knowledge Area
608	Community Resource Planning and Development

V(H). Planned Program (External Factors)**External factors which affected outcomes**

- Natural Disasters (drought, weather extremes, etc.)

Brief Explanation

Natural disasters and aggressive statewide programming responses in the area of emergency management led to a substantial increase in that particular aspect of community resources and economic development education.

V(I). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned

- Retrospective (post program)

Evaluation Results

Comprehensive post-program evaluations of Building Connections community leadership program. Behavior Changes. The following results illustrate perceptions of respondents that anticipate changing behaviors as a result of the Building Connections: Community Leadership Program hosted in Lynn, Reagan, Crosby, and Crockett Counties. A total of 98 individuals responded to the program, however not everyone provided responses to all statements below.

- 100% respondents stated they anticipated changing their behaviors associated with using various ways to communicate across cultures.
- 100% respondents stated they anticipated changing their behaviors associated with effectively working with people of different cultures.
- 95.45% respondents stated they anticipated changing their behaviors associated with relating the decision-making model to everyday decisions.
- 95.24% respondents stated they anticipated changing their behaviors associated with knowing your personality traits to become a better communicator.
- 90.91% respondents stated they anticipated changing their behaviors associated with listing examples of good characteristics of leaders.
- 90.91% respondents stated they anticipated changing their behaviors associated with determining weak leadership areas.
- 90.48% respondents stated they anticipated changing their behaviors associated with becoming more active in local leadership opportunities.
- 90.48% respondents stated they anticipated changing their behaviors associated with information to develop more effective teams to develop and respond to a task.
- 86.36% respondents stated they anticipated changing their behaviors associated with information to help motivate their organization.
- 85.71% respondents stated they anticipated changing their behaviors associated with the generational gaps information to motivate their organization.
- 84.82% respondents stated they anticipated changing their behaviors associated with implementing a volunteer plan in their organization.
- 81.82% respondents stated they anticipated changing their behaviors associated with brainstorming, 100 votes, multi-votes, or nominal group techniques to set priorities.
- 68.18% respondents stated they anticipated changing their behaviors associated with writing a personal vision or organizational statement.

Knowledge Increase. The following results illustrate perceptions of respondents that anticipate changing behaviors as a result of the Building Connections: Community Leadership Program hosted in Lynn, Reagan, Crosby, and Crockett Counties. A total of 98 individuals responded to the program, however, not everyone provided responses to all statements below. Likert scale is indicated by the following scale: 1= poor, 2 = fair, 3 = good, 4 = excellent. Using a Likert scale, participants were asked to provide the level of understanding on leadership topics. Listed below are the most significant changes.

- 138% increase in knowledge on "Understand how to translate Bloom's Taxonomy into work-related and personal development tasks."
- 131% increase in knowledge on "Personality Traits of Leaders – Understand the "Big 5" model of personality."
- 128% increase in knowledge on "Leading Teams – Understand the steps of the L.E.A.D. Model."
- 108% increase in knowledge on "Strategic Planning – Understand the difference between inside-out planning and outside-in planning."
- 107% increase in knowledge on "Generational Gaps – Understand how to motivate people from different generations."
- 101% increase in knowledge on "Creating the Vision/Establishing Goals – Understand the term "visioning."

Key Items of Evaluation

Program #6**V(A). Planned Program (Summary)****1. Name of the Planned Program**

Water Management

V(B). Program Knowledge Area(s)**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
111	Conservation and Efficient Use of Water	50%		50%	
112	Watershed Protection and Management	50%		50%	
	Total	100%		100%	

V(C). Planned Program (Inputs)**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2007	Extension		Research	
	1862	1890	1862	1890
Plan	27.1	0.0	16.0	0.0
Actual	19.3	0.0	18.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c 257746	1890 Extension 0	Hatch 313811	Evans-Allen 0
1862 Matching 257746	1890 Matching 0	1862 Matching 1945267	1890 Matching 0
1862 All Other 1566504	1890 All Other 0	1862 All Other 3481454	1890 All Other 0

V(D). Planned Program (Activity)**1. Brief description of the Activity**

Published research findings generated through evaluation of best management practices to efficiently manage available water resources, to limit off-site contaminant transport from production, processing, and landscaping systems, to utilize alternative water sources and to remove contaminants from impaired/alternative water sources.

Developed and conduct research and educational programs utilizing direct and indirect educational methods to support efficient utilization and conservation of water resources, to develop alternative water supplies, to implement best management practices on agricultural production and landscapes to protect water resources from contaminants, to promote proper management of surface and ground water resources, to enhance rainwater harvesting, and to remove contaminants from impaired water supplies.

Continued development of educational resources such as articles, fact sheets, bulletins, curriculum materials, short course manuals and other teaching materials.

The work of the AgriLife Research and AgriLife Extension is conducted jointly where research-based information is generated and then transferred to clientele.

2. Brief description of the target audience

Programs focusing on the issue of water addresses target audiences including but not limited to, producers, homeowners, landscape managers, industry practitioners, water resource managers, and others who identify themselves with this issue.

Research and education programs target specific issues and audiences to ensure a relevant and timely response. Water is an issue that crosses all boundaries between rural and urban audiences. Our programming addresses a broad range of water issues including water use efficiency, water quality protection and water resource management for all the audiences needed to secure success. The long-term issue of having a sufficient water supply will be addressed through an integrated approach.

V(E). Planned Program (Outputs)**1. Standard output measures**

Target for the number of persons (contacts) reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	7500	42000	4500	0
2007	113851	61601	7583	0

2. Number of Patent Applications Submitted (Standard Research Output)**Patent Applications Submitted**

Year Target

Plan: 0

2007 : 4

Patents listed

Sorghum aluminum tolerance gene, Sbmate, Serial number 11804164

Use of a microbinding (coating) technique to enhance utilization of feed supplements for aquatic animals.

Carotenoid premix for production of sea urchin gonad

US patent (20040108274) Removal of biological pathogens using surfactant-modified zeolites (SMZ)

3. Publications (Standard General Output Measure)**Number of Peer Reviewed Publications**

	Extension	Research	Total
Plan			
2007	0	124	124

V(F). State Defined Outputs**Output Target**

Output #1**Output Measure**

- The number of group educational sessions conducted on water issues.

Year	Target	Actual
2007	350	553

Output #2**Output Measure**

- # research-related publications.

Year	Target	Actual
2007	165	124

Output #3**Output Measure**

- # research-related projects.

Year	Target	Actual
2007	53	57

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

O No.	Outcome Name
1	% of participants who report an increased knowledge of best management practices related to water mangement.
2	% of participants who report the plan to or have adopted best management practices related to water management.

Outcome #1**1. Outcome Measures**

% of participants who report an increased knowledge of best management practices related to water management.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	55	75

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Alternative water supplies are a critical part of water resources for meeting current and future demands. Water use efficiency is critical to making every drop of water count in meeting needs. Rainwater harvesting is an example banner program seeking to increase knowledge on how to effectively manage water. Rainwater harvesting theme is being used to address clientele in agricultural production, land management, and urban landscapes.

What has been done

Educational resources were developed to train volunteers and homeowners on rainwater management. The materials describe methods to manage water resources on the property, how to maintain the water within the local hydrology, and the distribution of rainfall into surface runoff and infiltration. Water running off the surface can carry contaminants to water resources and impact stream stability. Infiltrating water remains near the surface for vegetative use or recharges groundwater resources.

Results

Seven training events were conducted across the State of Texas to facilitate access by the clientele. The training program utilized classroom lecture and hands-on field demonstration of rainwater harvesting system construction. Participants were given an evaluation instrument utilizing a retrospective pre then post technique to rate the knowledge gain on critical knowledge areas. The knowledge areas included: a watershed and how water moves through the watershed, how rainwater harvesting reduces potable water demand, how rainwater harvesting reduces water run-off from property, how rainwater harvesting impacts the water quality in the watershed, components of simple and/or complex harvesting systems, how to estimate rainwater yield based on rainfall and catchment size, how to estimate plant water needs and reduce plant water needs, methods to manage the soil to improve water capture, how wildlife rainwater harvesting considerations affect habitat and wildlife numbers.

4. Associated Knowledge Areas

KA Code	Knowledge Area
111	Conservation and Efficient Use of Water
112	Watershed Protection and Management

Outcome #2**1. Outcome Measures**

% of participants who report the plan to or have adopted best management practices related to water management.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	20	25

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Alternative water supplies are a critical part of water resources for meeting current and future demands. Water use efficiency is critical to making every drop of water count in meeting needs. Rainwater harvesting is an example banner program seeking to increase knowledge on how to effectively manage water. Rainwater harvesting theme is being used to address clientele in agricultural production, land management, and urban landscapes.

What has been done

Educational resources were developed to train volunteers and homeowners on rainwater management. The materials describe methods to manage water resources on the property, how to maintain the water within the local hydrology, and the distribution of rainfall into surface runoff and infiltration. Best management practices to efficiently utilize available water resources, protect watersheds and surface water resources, and manage our groundwater were described.

Results

Seven training events were conducted across the State of Texas to facilitate access by the clientele. The training program utilized classroom lecture and hands-on field demonstration of rainwater harvesting system construction. Participants were given an evaluation instrument requesting a willingness to adopt practices. The practices described on the evaluation included: implementing a rainwater harvesting system to capture water for irrigating plants, implementing a rainwater harvesting system to capture water for wildlife, implementing soil management methods to capture water in landscape, constructing a rain garden, implementing a soil infiltration and storage rainwater harvesting system, and implementing landscape nutrient management to reduce potential for runoff. The reported percent of participants willing to adopt specific practices varied due to training event (audience) and management practice. Structural practices and landscape modification had lower percentages.

4. Associated Knowledge Areas

KA Code	Knowledge Area
111	Conservation and Efficient Use of Water
112	Watershed Protection and Management

V(H). Planned Program (External Factors)**External factors which affected outcomes**

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Appropriations changes
- Public Policy changes
- Other (Other Program Areas)

Brief Explanation

In general, educational programs were well received by the clientele. The implementation of the TMDL program is leading to greater interest in developing a local knowledge base for conducting environmental education.

In general, educational programs were well received by the clientele. The implementation of the TMDL program is leading to greater interest in developing a local knowledge base for conducting environmental education. The water conservation and water quality educational programs were very successful this past year. A major flooding event occurred in Central Texas during late summer. Many landowners had their private water wells inundated by the flood water. An intense effort was conducted to assist land owners in screening their wells for contamination. Approximately, 800 wells were screened and the landowners were provided information on proper well head protection to limit the risk of contamination.

Financial resources remain limited for conducting educational programs and research. Grants and contracts are being sought and secured to deliver educational programs.

V(I). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned

- Retrospective (post program)
- Case Study
- Other (Anecdotal)

Evaluation Results

A case study is presented highlighting the Rainwater Harvesting information distributed through Master Gardeners to demonstrate the percent of participants reporting knowledge gained. AgriLife Extension is utilizing the members of the Master Gardener Associations around the state to educate Texans about using rainwater harvesting as an innovative way to control storm water in urban and rural settings. As a part of the requirements for being trained as a specialist in rainwater harvesting, each person trained is required to volunteer at least 12 hours of their own time to teach others in their area about rainwater harvesting. These volunteers assist in reaching a greater number of Texans with information about the protection and efficient use of our water resources. Evaluation results from the retrospective (post program) evaluation indicate an increase in knowledge in the following areas:

- Understanding of how rainwater addresses water quality and quantity issues – 80 %.
- Understanding of stormwater and its impact on the environment – 80 %.
- Understanding of rangeland watersheds – 77 %.
- Understanding of collection and storage of harvested rainwater – 83 %.
- Understanding of filtration and sanitation of harvested rainwater – 83 %.
- Understanding of how landscaping affects water usage – 73 %.
- Understanding of how a soil storage and infiltration system works – 77 %.
- Understanding of how rainwater can be used to water wildlife – 83 %.
- Understanding of how raingardens can be used to harvest rainwater – 83 %.
- Understanding how to implement a youth education session – 83 %.

Program evaluations were overwhelmingly positive and requests have been pouring in for additional training events.

Key Items of Evaluation

A variety of educational programs were implemented to deliver information on sustainability and maintaining agriculture production systems. These production systems required chemical inputs for viability. These inputs are managed to minimize impact on ecosystems. Several watershed management programs are being implemented to raise awareness regarding the ecosystem and how all of the activities in an ecosystem are interrelated. Watershed protection plans are being developed for watersheds with impaired stream segments and their associated implementation plans will cooperate with the educational programs. A variety of educational methods were utilized to deliver information on sustaining and protecting the quantity and quality of surface water and ground water supplies. North Central Texas includes rapidly-urbanizing watersheds with growing water demands. To meet these demands, educational programming focused on educating residents about best management practices to conserve water, including efficient irrigation devices and management strategies to save water on agricultural crops and in the home. Proper landscape management is needed to protect the water resources from contamination and efficiently utilize water. A program addressing athletic fields was utilized to improve turf conditions and reduce water use. Several Extension programs provide extensive training to participants as a requirement of state-mandated programs for licensing and continuing education, including efforts in on-site wastewater treatment and landscape irrigation management. On-site wastewater treatment systems provide the wastewater infrastructure for rural and suburban Texans. The performance of routine operation and maintenance activities facilitates continued system function. A multi-state effort was implemented to develop new training materials describing the installation process. These materials are critical to facilitate long-term system function. Irrigation professionals facilitate the efficient use of water resources. Two additional training courses were developed to assist in raising knowledge. Groundwater remains an issue of concern. Educational material describing water rights is being developed to assist in reaching landowners, concerned citizens, and groundwater district managers. These groups need material that can help the public make informed decisions on how to best manage their local water resources. These educational materials provide the base knowledge about Texas water law and issues landowners should consider before marketing water from their property. A priority groundwater management area is being designated for Central Texas due to the growing demand for water resulting from the growing population. Groundwater management educational programs were implemented during 2007 to reach the affected landowners.

Program #7**V(A). Planned Program (Summary)****1. Name of the Planned Program**

Parenting and Dependent Care

V(B). Program Knowledge Area(s)**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
802	Human Development and Family Well-Being	100%		100%	
	Total	100%		100%	

V(C). Planned Program (Inputs)**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2007	Extension		Research	
	1862	1890	1862	1890
Plan	11.8	0.0	0.0	0.0
Actual	11.8	0.0	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
157585	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
157585	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
957759	0	0	0

V(D). Planned Program (Activity)**1. Brief description of the Activity**

In 2007, AgriLife Extension provided a wide variety of educational programs to support and strengthen Texas families. In the areas of parenting, child care, and dependent care, Extension conducted train-the-trainer workshops for professionals and volunteers, multi-session parent education workshops, one to two hour parenting and dependent care seminars, distance education workshops, and self-study child care trainings. In addition, Extension offered and/or made available (via the Internet) hundreds of research-based resources for child care and dependent care professionals, including on-line child care courses, fact sheets, research briefs, trend data, links to juried websites, and newsletters.

2. Brief description of the target audience

Target audiences for child care programming including adults and teens providing care for pre-school and school-age children in family, center and school-aged settings. Target dependent care audiences included adults and teens providing care for adults and children who are unable to provide some portion of care for themselves due to illness or age-related disabilities. Programs and resources were accessible to target audiences regardless of gender, marital status, family status, race/ethnicity, income level, or educational level. It is estimated that 70% of the target audience falls under the category of "low-income."

V(E). Planned Program (Outputs)

1. Standard output measures

Target for the number of persons (contacts) reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	15100	38000	7000	0
2007	15330	54983	2108	0

2. Number of Patent Applications Submitted (Standard Research Output)

Patent Applications Submitted

Year	Target
Plan:	0
2007 :	0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

	Extension	Research	Total
Plan			
2007	5	0	5

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- # of group educational methods conducted.

Year	Target	Actual
2007	1030	1283

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

O No.	Outcome Name
1	% of child care providers who increase their knowledge of child care best practices as a result of participating in child care provider trainings.
2	% of dependent care providers who increase their knowledge of dependent care best practices as a result of participating in depend care trainings.
3	% of parents who increase their knowledge of parenting practices as a result of attending parenting trainings.
4	% of fathers (father-figures) who increase the amount of time spent reading to their children.

Outcome #1**1. Outcome Measures**

% of child care providers who increase their knowledge of child care best practices as a result of participating in child care provider trainings.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	65	95

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Over 60 percent of children from birth through age 6 (not yet in kindergarten) receive some form of child care on a regular basis from persons other than their parents. The Texas Workforce Commission estimates that there are over 100,000 child care providers caring for more than 760,000 children under the age of 13 in licensed or regulated child care facilities in the state of Texas. Having a well-trained child care workforce is essential to providing the high quality child care that children need to develop physically, socially, emotionally, and cognitively. Evidence indicates that professional preparation (i.e., more formal education and content-specific training in child development) is linked to higher quality care environments for children.

What has been done

Current and/or prospective child care providers, managers, and early childhood educators can enhance their knowledge and skills related to the care and education of children through regional child care conferences, county workshops, online courses, newsletters, and self-study courses provided by the AgriLife Extension. Providers completing the above programs can acquire the necessary annual training hours and continuing education units determined by the Texas Department of Family and Protective Services.

Results

In 2007, Extension county agents and their collaborators conducted 16 child care provider training conferences throughout the state of Texas for approximately 2,000 child care providers and directors who provide care for over 20,000 children. Results indicate that child care providers found the trainings to be very beneficial. Over 90 percent of participants acquired new information from the conferences (96%), considered the trainings to be very relevant to the work they do (94%), plan to utilize the information gained at the conferences to improve their programs (95%), and consider themselves better equipped to work with the children in their care (95%). Moreover, providers considered the trainings to be very cost effective (94%).

4. Associated Knowledge Areas

KA Code	Knowledge Area
802	Human Development and Family Well-Being

Outcome #2**1. Outcome Measures**

% of dependent care providers who increase their knowledge of dependent care best practices as a result of participating in depend care trainings.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	65	90

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Texas has the fourth largest population in the nation of adults over age 65. The fastest growing segment of this population within Texas and across the U.S. is adults over age 85. While more than 2 million Texas are over 65, only 5 percent of that number live in residential care facilities. Estimates show 10 percent of those over 65 living in the community require substantial aid that is provided by family members. Families provide an estimated 80 percent of care to older adults, with the remaining 20 percent provided by formal community agencies and institutional facilities.

What has been done

AgriLife Extension offers a variety of educational programs for dependent care providers including eldercare conferences, grandparents raising grandchildren workshops, fall prevention in the home workshops, a multi-session memory loss program, and sessions on medication management, and medicare benefits.

Results

Conferences on aging reached more than 600 professionals, from nurses to social workers to long-term care administrators and activity directors, of whom 67 percent were female. Ethnic group membership included 85 percent Caucasian, 5 percent African-American, and 9 percent Hispanic/Latino. The conferences provided more than 1,500 contact hours. Additionally, many of these conferences offered continuing education through various professional accrediting boards totaling nearly 300 hours. All of these conferences were one-day events, some with concurrent sessions, providing information relevant to the work and professional development of professionals in the field of aging.

4. Associated Knowledge Areas

KA Code	Knowledge Area
802	Human Development and Family Well-Being

Outcome #3**1. Outcome Measures**

% of parents who increase their knowledge of parenting practices as a result of attending parenting trainings.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	65	87

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Although children are influenced by many different elements in their environment (e.g., peers, extended family members, child care providers, teachers, and the media), parents occupy a central role in their children's healthy development. Parents, nationally, often express uncertainty when it comes to best practices for raising children. Parenting classes that focus on child growth and development, parent-child communication, self-esteem, discipline, nutrition, and health and safety issues have proven to be an effective tool for enhancing parent's knowledge in the above areas, while also promoting positive parenting practice changes.

What has been done

Parenting education classes were conducted throughout the state of Texas on the following topics: child development, self-esteem, discipline, parent-child communication, nutrition, parental involvement, and parental monitoring/supervision.

Results

In 2007, an evaluation study of 100 parents who participated in Extension-sponsored parenting classes in El Paso county was conducted. Results indicate that the program had a very positive effect on specific parenting practices. Significant attitudinal and behavioral changes from pre to post occurred in the following areas: parent-child communication, parental self-efficacy (i.e., parental self-confidence), parental involvement, and use of positive disciplinary practices. The percent of parents reporting "frequently" or "almost always" from pre to post was as follows: Compliment child Pre: 54.5%(61); Post: 81.2%(91); Encourage child Pre: 75.1%(84); Post: 87.5%(98); Listen carefully to child Pre: 59.8%(67); Post: 83.9%(94); Criticize child Pre: 31.2%(35); Post: 10.8%(12); Confident in parenting skills Pre: 50.9%(57); Post: 82.1%(92); Feel helpless as parent Pre: 24.1%(27); Post: 17.0%(19); Educational involvement Pre: 68.8%(77); Post: 86.6%(97); Read to children Pre: 48.3%(54); Post: 69.7%(78); Participate in child care or school activities Pre: 68.7%(77); Post: 85.8%(96); Reason with child Pre: 61.6%(69); Post: 82.2%(92); Redirect child Pre: 58.9%(66); Post: 81.2%(91); Yell or scream at child Pre: 24.1%(27); Post: 13.4%(15); Spank child Pre: 8.1%(9); Post: 5.4%(6).

4. Associated Knowledge Areas

KA Code	Knowledge Area
802	Human Development and Family Well-Being

Outcome #4

1. Outcome Measures

% of fathers (father-figures) who increase the amount of time spent reading to their children.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	50	77

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Learning to read and write are skills that are essential to a child's success in school and later life. Children who are read to at least three times a week by a family member are almost twice as likely to score in the top 25 percent on tests of reading ability than children who are read to less frequently. It is well established that fathers play a critical role in their children's cognitive, social, emotional, physical, and moral development. Fathers who are consistently and positively involved in the daily routines of their children are more likely to raise children who are self confident, get along well with their peers, and perform better academically than children who grow up without a positive father presence in their lives. Fathers who find time to read with their children are taking advantage of one of the best opportunities to care for, connect with, and contribute to their children's future.

What has been done

In 2007, approximately 500 fathers and children enrolled in Head Start and elementary school programs participated in the FRED program. County Extension agents and their partners collaborated to plan, implement, and evaluate the program in their various locations.

Results

Recent figures from a 2007 evaluation study involving more than 520 FRED participants show fathers averaged 10 hours of reading time with their children and read over 42 books together. Statistically significant differences from pre to post were noted in a number of areas, including the amount of time fathers spent reading to their children, number of books read during a typical week, level of involvement in their children's education, amount and quality of time spent with their children, and level of satisfaction with the father-child relationship. The percentage of fathers reading to their children three or more times per week increased from 47 percent (pre-test) to 77 percent (post-test).

Additionally, 62 percent of participating fathers reported an increase in the quality of time spent with their children; 65 percent reported an increase in their involvement in their children's education; 57 percent reported an improvement in their child's vocabulary; and 61 percent reported an improved father-child relationship.

4. Associated Knowledge Areas

KA Code	Knowledge Area
802	Human Development and Family Well-Being

V(H). Planned Program (External Factors)**External factors which affected outcomes**

- Government Regulations
- Populations changes (immigration,new cultural groupings,etc.)

Brief Explanation

The demand for quality child and dependent care is at an all-time high; therefore, professionals and volunteers who work with children and older adults are in need of training. In the case of early childhood professionals, the state of Texas mandates that child care professionals obtain 15-20 hours of face-to-face and self-study training to remain employed in the profession. Child and dependent care providers, particularly those in rural areas, face a challenge of finding groups who are able to provide the required training. In 2007, Extension was able to meet an important need by providing research-based, face-to-face, and distance education training to thousands of child and dependent care professionals and volunteers in the communities in which they live and work.

V(I). Planned Program (Evaluation Studies and Data Collection)**1. Evaluation Studies Planned**

- Retrospective (post program)
- Before-After (before and after program)

Evaluation Results

Evaluation studies involving parents and child care professionals demonstrate the efficacy of Extension's parenting and dependent care programs. In 2007, several evaluation studies were conducted. For example, a recent study with more than 500 fathers who completed the Fathers Reading Every Day (FRED) program found that fathers improved from pre to post in a variety of areas, including the amount of time fathers spent reading to their children, number of books read during a typical week, level of involvement in their children's education, amount and quality of time spent with their children, and level of satisfaction with the father-child relationship. A second retrospective evaluation study involving over 100 parents who attended a multi-session parenting program found that the program had a very positive effect on specific parenting practices. Significant attitudinal and behavioral changes from pre to post occurred in the following areas: parent-child communication, parental self-efficacy (i.e., parental self-confidence), parental involvement, and use of positive disciplinary practices.

Key Items of Evaluation

Recent figures from a 2007 pre- and post-test evaluation study involving more than 520 fathers who completed the Fathers Reading Every Day program show fathers averaged 10 hours of reading time with their children and read over 42 books together. Statistically significant differences from pre to post were noted in a number of areas, including the amount of time fathers spent reading to their children, number of books read during a typical week, level of involvement in their children's education, amount and quality of time spent with their children, and level of satisfaction with the father-child relationship. The percentage of fathers reading to their children three or more times per week increased from 47 percent (pre-test) to 77 percent (post-test). Additionally, 62 percent of participating fathers reported an increase in the quality of time spent with their children; 65 percent reported an increase in their involvement in their children's education; 57 percent reported an improvement in their child's vocabulary; and 61 percent reported an improved father-child relationship. A retrospective evaluation study of over 100 parents who completed a multi-session parenting program in El Paso County revealed that parents significantly improved their parenting practices in a variety of areas. The percent of parents reporting "frequently" or "almost always" from pre to post was as follows: Compliment child Pre: 54.5%(61); Post: 81.2%(91); Encourage child Pre: 75.1%(84); Post: 87.5%(98); Listen carefully to child Pre: 59.8%(67); Post: 83.9%(94); Criticize child Pre: 31.2%(35); Post: 10.8%(12); Confident in parenting skills Pre: 50.9%(57); Post: 82.1%(92); Feel helpless as parent Pre: 24.1%(27); Post: 17.0%(19); Educational involvement Pre: 68.8%(77); Post: 86.6%(97); Read to children Pre: 48.3%(54); Post: 69.7%(78); Participate in child care or school activities Pre: 68.7%(77); Post: 85.8%(96); Reason with child Pre: 61.6%(69); Post: 82.2%(92); Redirect child Pre: 58.9%(66); Post: 81.2%(91); Yell or scream at child Pre: 24.1%(27); Post: 13.4%(15); Spank child Pre: 8.1%(9); Post: 5.4%(6).

Program #8**V(A). Planned Program (Summary)****1. Name of the Planned Program**

Character Education

V(B). Program Knowledge Area(s)**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
806	Youth Development	100%		100%	
	Total	100%		100%	

V(C). Planned Program (Inputs)**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2007	Extension		Research	
	1862	1890	1862	1890
Plan	13.6	0.0	0.0	0.0
Actual	8.8	0.0	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
117521	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
117521	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
714261	0	0	0

V(D). Planned Program (Activity)**1. Brief description of the Activity**

Extension agents formed coalitions of community organizations to deliver character education to young people and adults .Older youth and adults were trained as teachers for a variety of community groups and organizations as well. Character education was delivered through the 4-H program, public and private schools and school-based clubs, juvenile courts and probation, activities directed to at-risk youth, sports programs, youth livestock activities and job skills and workforce training.

2. Brief description of the target audience

County Extension Agents, Ag Science teachers, youth 5 -19, volunteer leaders, parents, schools, community education and service organizations.

V(E). Planned Program (Outputs)**1. Standard output measures****Target for the number of persons (contacts) reached through direct and indirect contact methods**

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	8950	85000	17000	0
2007	11959	88721	26302	0

2. Number of Patent Applications Submitted (Standard Research Output)**Patent Applications Submitted****Year Target****Plan:** 0

2007 : 0

Patents listed**3. Publications (Standard General Output Measure)****Number of Peer Reviewed Publications**

	Extension	Research	Total
Plan			
2007	1	0	1

V(F). State Defined Outputs**Output Target****Output #1****Output Measure**

- # of group educational sessions conducted.

Year	Target	Actual
2007	2050	2167

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

O No.	Outcome Name
1	% of youth who report abilities (skills) changed as a result of participation in character education programs.
2	% of youth who plan to adopt character paractices as a result of participation in character education programs.
3	# of youth who report an increased knowledge of character education principles.

Outcome #1**1. Outcome Measures**

% of youth who report abilities (skills) changed as a result of participation in character education programs.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	20	66

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Enhancing character education is a high priority for AgriLife Extension. This encourages an environment that fosters ethical, responsible, and caring young people and adults.

What has been done

Character education efforts included working with the entire community, school curriculum, and culture with Texas youth and families understanding the "Six Pillars of Character". A positive image of youth livestock programs was emphasized with Texas 4-H.

Results

A variety of methods were used to collect data. Most common methods used were on-site administration of surveys to all participants. Observation data was also collected when feasible and applicable. 66.6% reported completing obligations and follow through with promises as well as taking responsibilities for their own actions.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #2**1. Outcome Measures**

% of youth who plan to adopt character practices as a result of participation in character education programs.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	10	10

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Youth issues of character, ethics, morals, education and job preparation are important to Texas citizens to promote safe communities in which to live.

What has been done

AgriLife Extension faculty taught and supported character education throughout the entire county.

Results

After a positive movement at the first and second frequencies tested and no change at the third level tested, 73.3% of respondents reported "Often" or "Sometimes" applying the Golden Rule to their life. 86.6% of respondents reported showing respect to others.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #3**1. Outcome Measures**

of youth who report an increased knowledge of character education principles.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	65	65

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

It is important to Texas youth, families, our agency, and the community to instill and improve knowledge of the benefits of character education.

What has been done

Efforts were directed toward making character education an integral part of all AgriLife Extension youth and family education.

Results

80% of respondents were "Completely" or "Mostly" satisfied with the relevance of the character education activities in relation to their 4-H project work. 86.7% of respondents reported that they "Always" or "Often" reported caring for others.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

V(H). Planned Program (External Factors)**External factors which affected outcomes**

- Appropriations changes
- Public Policy changes
- Competing Public priorities
- Competing Programmatic Challenges

Brief Explanation

External factors that affected the outcomes included agency funding directed this year to strengthening the "Quality Counts" livestock ethics character education program for Texas 4-H, as well as the development of the 4-H ONE on-line evaluation instruments for AgriLife Extension county Extension agents use with local programming.

V(l). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned

- Retrospective (post program)
- Before-After (before and after program)

Evaluation Results

Effective good character education is comprehensive; it is integrated into all aspects of life. In Texas, emphasis on the Josephson Character Counts Institute's nationally recognized "Six Pillars of Character" curriculum was practiced: Trustworthiness, Citizenship, Caring, Fairness, Responsibility, and Respect.

- 66.6% reported completing obligations and following through with promises.
- 86.7% reported helping others in need.
- 73.3% reported caring for others.
- 80% reported that they play by the rules to be fair.
- 66.6% reported taking responsibility for their own actions.
- 86.6% reported showing respect for others.
- 53.3% reported applying new ideas to be effective leaders.

Key Items of Evaluation

Information presented was "new information" to 66.7%

Character Education is important for youth and adults and must be in integral part of everything we do.

Program #9**V(A). Planned Program (Summary)****1. Name of the Planned Program**

Out of School Time

V(B). Program Knowledge Area(s)**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
806	Youth Development	100%		100%	
	Total	100%		100%	

V(C). Planned Program (Inputs)**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2007	Extension		Research	
	1862	1890	1862	1890
Plan	5.4	0.0	0.0	0.0
Actual	3.3	0.0	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
44071	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
44071	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
267848	0	0	0

V(D). Planned Program (Activity)**1. Brief description of the Activity**

The following activities were conducted in the Out of School Time program:

- Provide training for Extension professionals on collaborating with out-of-school programs, establishing 4-H clubs in after-school programs, and after-school curriculum resources.
- Write 6th through 8th grade after-school curriculum that is career oriented.
- Establish collaborations between county 4-H programs and out of school programs.
- Extension educators conduct training for out-of-school programs in youth development, curriculum resources, and establishing 4-H clubs in out of school programs.
- Evaluate youth involved in out-of-school time programs on their development of life skills.

2. Brief description of the target audience

The following groups are the target audience for this program:

- Youth in Texas involved in out of school time programs and activities
- Extension educators
- Out-of-school time educators and programs

V(E). Planned Program (Outputs)**1. Standard output measures****Target for the number of persons (contacts) reached through direct and indirect contact methods**

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	11000	21600	38500	0
2007	11638	60587	83079	0

2. Number of Patent Applications Submitted (Standard Research Output)**Patent Applications Submitted**

Year Target
Plan: 0
 2007 : 0

Patents listed**3. Publications (Standard General Output Measure)****Number of Peer Reviewed Publications**

	Extension	Research	Total
Plan			
2007	3	0	3

V(F). State Defined Outputs**Output Target****Output #1****Output Measure**

- # of curriculum developed for 6-8 grade students that emphasizes career exploration.

Year	Target	Actual
2007	1	1

Output #2**Output Measure**

- # of group education sessions conducted.

Year	Target	Actual
2007	4350	10395

Output #3**Output Measure**

- Number of trainings conducted by Extension educators with out of school time programs.

Year	Target	Actual
2007	10	60

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

O No.	Outcome Name
1	% of 4-H after-school club participants who develop new life skills.
2	# of new 4-H after-school clubs established.
3	# of collaborations with out of school time programs.

Outcome #1**1. Outcome Measures**

% of 4-H after-school club participants who develop new life skills.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	25	50

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Out-of-school time is a concern for Texas residents because of the issues that can occur when kids do not have constructive activities to participate in. Examples of problems associated with lack of out-of-school programs include: increased vandalism, increase juvenile crime, increased sexual promiscuity, lower educational performance, and more.

What has been done

Three curricula targeting out-of-school time have been developed targeting grades K-2, 3-5, and 6-8. These curricula have been implemented in Texas by Extension with out-of-school time programs, and they focus on teaching life skills and exposing youth to activities and subject matter to enhance their school curriculum. Two large grants totaling \$55,000 were acquired and utilized to enhance out of school programs. Training was conducted with Extension staff as well as out-of-school time staff.

Results

Through participation in out-of-school programs, outcome summaries averaged 50% of participants increased life skills including teamwork, communication, problem solving, and decision making.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #2**1. Outcome Measures**

of new 4-H after-school clubs established.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	10	10

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Out-of-school time is a concern for Texas residents because of the issues that can occur when kids do not have constructive activities to participate in. Examples of problems associated with lack of out of school programs include: increased vandalism, increase juvenile crime, increased sexual promiscuity, lower educational performance, and more.

What has been done

Programs have been developed through partnerships with military bases (Army, Air Force) to establish 4-H Afterschool Clubs. Some counties have also worked with 21st Century Learning Center Grantees to provide training and curriculum, Salvation Army Afterschool programs, and other entities.

Results

A total of 7,641 children are enrolled in 4-H afterschool clubs. A total of 380 clubs were established.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #3

1. Outcome Measures

of collaborations with out of school time programs.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	10	10

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Out-of-school time is a concern for Texas residents because of the issues that can occur when kids do not have constructive activities to participate in. Examples of problems associated with lack of out of school programs include: increased vandalism, increase juvenile crime, increased sexual promiscuity, lower educational performance, and more.

What has been done

Through developing collaborations with afterschool providers, Extension can extend the program to audiences that do not have time to go and train afterschool providers to implement Extension curriculum. Extension is also actively training afterschool staff to be 4-H volunteers to conduct 4-H afterschool clubs.

Results

A total of 380 collaborations were established with out-of- school time programs. Examples include: Military Youth Centers, Salvation Army Afterschool Programs, 21st Century Learning Center programs, Communities in Schools Programs, Boys & Girls Clubs, and more.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Appropriations changes
- Competing Programatic Challenges

Brief Explanation

* Smaller communities/towns may not have afterschool programs in place. Extension does not have the manpower or time to establish afterschool programs, nor the funding, to support such programs. Some counties have collaborated with school districts to try and establish some type of afterschool program, many of which only meet once a month or when volunteers can be secured to coordinate.

- In areas where afterschool programs are available, families may not be able to afford the cost of the program.

- In schools where they have significant funding through Communities in Schools, 21st Century Program funds, etc. the funding is not enough to reach all youth who need the service.

- Existing programs such as Boys & Girls Club, YMCA, Military Youth Centers, etc. may already have curriculum programs established and are not willing to incorporate 4-H curriculum/afterschool clubs into their program.

V(I). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned

- Retrospective (post program)
- Before-After (before and after program)

Evaluation Results

Key Items of Evaluation

Program #10**V(A). Planned Program (Summary)****1. Name of the Planned Program**

Leadership and Volunteer Development

V(B). Program Knowledge Area(s)**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
803 806	Sociological and Technological Change Affecting Individuals, Youth Development	40% 60%		40% 60%	
	Total	100%		100%	

V(C). Planned Program (Inputs)**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2007	Extension		Research	
	1862	1890	1862	1890
Plan	36.3	0.0	0.0	0.0
Actual	44.0	0.0	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c 587607	1890 Extension 0	Hatch 0	Evans-Allen 0
1862 Matching 587607	1890 Matching 0	1862 Matching 0	1890 Matching 0
1862 All Other 3571304	1890 All Other 0	1862 All Other 0	1890 All Other 0

V(D). Planned Program (Activity)**1. Brief description of the Activity**

The following activities will be used to implement this program:

*Provide training for Extension professionals on the ISOTURE volunteer management model and key concepts related to volunteer administration.

*Provide training and guidance to Extension specialists in the role and support of program development related to volunteerism.

*Provide orientation and training directly to volunteers in preparation for their service resulting in a positive experience.

2. Brief description of the target audience

The following groups are included in the target audience for this program:

*Youth and adult volunteers who have a need or interest in a Texas Extension program.

*Extension educators

*Youth and adults who have an interest in community development and partnerships.

V(E). Planned Program (Outputs)**1. Standard output measures****Target for the number of persons (contacts) reached through direct and indirect contact methods**

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	29400	232500	36000	0
2007	34693	273379	44577	0

2. Number of Patent Applications Submitted (Standard Research Output)**Patent Applications Submitted****Year Target****Plan:** 0

2007 : 0

Patents listed**3. Publications (Standard General Output Measure)****Number of Peer Reviewed Publications**

	Extension	Research	Total
Plan			
2007	4	0	4

V(F). State Defined Outputs**Output Target****Output #1****Output Measure**

- # group educational sessions conducted.

Year	Target	Actual
2007	3700	4418

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

O No.	Outcome Name
1	% of participants who report an increased knowledge of leadership development practices.
2	% of participants who plan to or adopt leadership development practices.
3	# of counties who adopt and implement County Youth Boards.
4	# of counties who adopt and implement at least one youth oriented Master Volunteer program.
5	# of counties who adopt and implement youth and adult partnerships.

Outcome #1**1. Outcome Measures**

% of participants who report an increased knowledge of leadership development practices.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	65	98

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Leadership in rural counties was identified as a significant issue through long-term strategic planning. This was in issue for both youth and adults.

What has been done

Two major program initiatives were developed over the last two years to address this issue. One was the advent of Leadership Advisory Boards to help the county advocate and vision for Extension in the county. The other was the development of the Building Connections Program. This is a adult leadership program specifically developed for rural community development through enhanced leadership. In 2007, all 254 implemented a county Leadership Advisory Board.

Thirty-seven counties reported that they used curriculum from the Building Connections Community Leadership Program in county programs.

Results

Knowledge Increase. The following results illustrate perceptions of respondents that anticipate changing behaviors as a result of the Building Connections: Community Leadership Program hosted in Lynn, Reagan, Crosby, and Crockett Counties. A total of 98 individuals responded to the program, however not everyone provided responses to all statements below. Likert scale is indicated by the following scale: 1= poor, 2 = fair, 3 = good, 4 = excellent.

Using a Likert scale, participants were asked to provide the level of understanding on leadership topics. Listed below are the most significant changes.

- * 138% increase in knowledge on "Understand how to translate Bloom's Taxonomy into work-related and personal development tasks."
- * 131% increase in knowledge on "Personality Traits of Leaders - Understand the "Big 5" model of personality."
- * 128% increase in knowledge on "Leading Teams - Understand the steps of the L.E.A.D. Model."
- * 108% increase in knowledge on "Strategic Planning - Understand the difference between inside-out planning and outside-in planning."
- * 107% increase in knowledge on "Generational Gaps - Understand how to motivate people from different generations."
- * 101% increase in knowledge on "Creating the Vision/Establishing Goals - Understand the term "visioning."

4. Associated Knowledge Areas

KA Code	Knowledge Area
803	Sociological and Technological Change Affecting Individuals, Fam
806	Youth Development

Outcome #2

1. Outcome Measures

% of participants who plan to or adopt leadership development practices.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	35	98

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Leadership in rural counties was identified as a significant issue through long-term strategic planning. This was in issue for both youth and adults.

What has been done

Two major program initiatives were developed over the last two years to address this issue. One was the advent of Leadership Advisory Boards to help the county advocate and vision for Extension in the county. The other was the development of the Building Connections Program. This is a adult leadership program specifically developed for rural community development through enhanced leadership. In 2007, all 254 implemented a county Leadership Advisory Board.

Thirty-seven counties reported that they used curriculum from the Building Connections Community Leadership Program in county programs.

Results

The following results illustrate perceptions of respondents that anticipate changing behaviors as a result of the Building Connections: Community Leadership Program hosted in Lynn, Reagan, Crosby, and Crockett Counties. A total of 98 individuals responded to the program, however not everyone provided responses to all statements below.

- * 100% respondents stated they anticipated changing their behaviors associated with using various ways to communicate across cultures.
- * 100% respondents stated they anticipated changing their behaviors associated with effectively working with people of different cultures.
- * 95.45% respondents stated they anticipated changing their behaviors associated with relating the decision-making model to everyday decisions.
- * 95.24% respondents stated they anticipated changing their behaviors associated with knowing their personality traits, to become a better communicator.
- * 90.91% respondents stated they anticipated changing their behaviors associated with listing examples of good characteristics of leaders.
- * 90.91% respondents stated they anticipated changing their behaviors associated with determining weak leadership areas.
- * 90.48% respondents stated they anticipated changing their behaviors associated with becoming more active in local leadership opportunities.
- * 90.48% respondents stated they anticipated changing their behaviors associated with information to develop more effective teams to develop and respond to a task.
- * 86.36% respondents stated they anticipated changing their behaviors associated with information to help motivate their organization.
- * 85.71% respondents stated they anticipated changing their behaviors associated with the generational gaps information to motivate their organization.
- * 84.82% respondents stated they anticipated changing their behaviors associated with implementing a volunteer plan in their organization.
- * 81.82% respondents stated they anticipated changing their behaviors associated with brainstorming, 100 votes, multi-votes, or nominal group techniques to set priorities.
- * 68.18% respondents stated they anticipated changing their behaviors associated with writing a personal vision or organizational statement.

4. Associated Knowledge Areas

KA Code	Knowledge Area
803	Sociological and Technological Change Affecting Individuals, Fam
806	Youth Development

Outcome #3

1. Outcome Measures

of counties who adopt and implement County Youth Boards.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	200	193

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

It is important for young people to be involved with the county Extension agent and adult volunteers in developing, implementing, evaluating and interpreting educational programs for youth. Key ingredients in a successful program are the role young people play, the relationship between the adults and young people involved, and the settings in which programs take place.

What has been done

The County Youth Board supports the 4-H and youth development program. Youth Boards have been established in 193 counties in Texas, serving a strategic function by helping county Extension agents determine what programs should be implemented from year to year, reviewing the educational impacts of programs, determining how to reach new youth audiences, and helping decide whether task forces or coalitions are needed to address priority issues.

Results

County Youth Boards are made up of youth and adults, creating an environment for establishing and fostering successful youth adult partnerships among 4-H and non-4-H audiences. The members are then addressing an issue in their county/community and working collaboratively to meet the needs.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #4**1. Outcome Measures**

of counties who adopt and implement at least one youth oriented Master Volunteer program.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	50	64

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Volunteers are essential to Extension, helping provide educational programs and resources to audiences and working with youth.

What has been done

Master Volunteer programs have been implemented statewide and adopted in counties throughout Texas. Two particular programs of focus are the Master Livestock Volunteer Program, which includes volunteers in the swine, beef, sheep and goat, and horse project areas, in addition to the Junior Master Gardener Program.

Results

Sixty-four counties in Texas had volunteers trained and/or serve in a master volunteer role through the Master Livestock Volunteer or Junior Master Gardener Program.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #5**1. Outcome Measures**

of counties who adopt and implement youth and adult partnerships.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	50	50

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Key ingredients in a successful program are the role young people play, the relationship between the adults and young people involved, and the settings in which programs take place.

What has been done

Youth adult partnerships have been established and fostered through the development of Youth Boards.

Results

Youth Boards are assessing the needs of youth within the community and working collaboratively to address the needs and make an impact.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

V(H). Planned Program (External Factors)**External factors which affected outcomes**

- Government Regulations

Brief Explanation**V(I). Planned Program (Evaluation Studies and Data Collection)****1. Evaluation Studies Planned**

- Retrospective (post program)
- Before-After (before and after program)

Evaluation Results**Key Items of Evaluation**

Program #11**V(A). Planned Program (Summary)****1. Name of the Planned Program**

Food Safety

V(B). Program Knowledge Area(s)**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
712	Protect Food from Contamination by Pathogenic Microorgani	100%		100%	
	Total	100%		100%	

V(C). Planned Program (Inputs)**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2007	Extension		Research	
	1862	1890	1862	1890
Plan	4.8	0.0	5.0	0.0
Actual	5.9	0.0	3.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
78793	0	130887	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
78793	0	181061	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
478879	0	202017	0

V(D). Planned Program (Activity)**1. Brief description of the Activity**

County Extension agents were trained and approved by the Texas Department of State Health Services qualified instructor for the Food Protection Management Program. Additional trainings were provided/identified so that instructors could maintain their instructor qualification status per the Texas Department of State Health Services.

The program was implemented in counties across the state that had an agent qualified to teach the program. In an effort to better reach Spanish-speaking audiences, all course materials were translated into Spanish.

The program impact was evaluated by surveying participants 30-days after the program was completed.

2. Brief description of the target audience

Individuals employed in the retail food service industry. This includes cooks, managers, and owners who were affiliated with foodservice establishments such as restaurants, school food service, bed and breakfasts, prisons, and other establishments that prepare and serve food to individuals.

V(E). Planned Program (Outputs)**1. Standard output measures****Target for the number of persons (contacts) reached through direct and indirect contact methods**

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	2700	15000	400	0
2007	5065	41695	55	0

2. Number of Patent Applications Submitted (Standard Research Output)**Patent Applications Submitted****Year Target****Plan:** 0

2007 : 0

Patents listed**3. Publications (Standard General Output Measure)****Number of Peer Reviewed Publications**

	Extension	Research	Total
Plan			
2007	0	22	22

V(F). State Defined Outputs**Output Target****Output #1****Output Measure**

- # of group educational sessions conducted.

Year	Target	Actual
2007	170	385

Output #2**Output Measure**

- # of research-related publications.

Year	Target	Actual
2007	25	22

Output #3**Output Measure**

- # of research-related projects.

Year	Target	Actual
2007	7	10

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

O No.	Outcome Name
1	FPM Pass/Fail Rate - the is the percentage of participants who pass the DSHS Certified Food Manager exam on the first attempt.
2	Self-reported adoption of using a food thermometer to measure internal temperatures of hot/cold foods being held (% of individuals who report practicing this behavior "always" after completing the program)
3	Self-reported adoption of washing hands for 20 seconds using soap and hot water (% of participants who report practicing this behavior "always" after participating in the program).
4	Self reported increase in the adoption of using a thermometer to determine the doneness of food (percentage of participants who report practicing this behavior "always" after participating in the program).

Outcome #1**1. Outcome Measures**

FPM Pass/Fail Rate - the is the percentage of participants who pass the DSHS Certified Food Manager exam on the first attempt.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	75	80

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

In order to become a Certified Food Manager (CFM), an individual must complete and pass the state exam.

What has been done

Implementing the Food Protection Management program allows individuals to prepare for the CFM exam.

Results

80% of the individuals who come to our program and take the CFM exam pass.

4. Associated Knowledge Areas

KA Code	Knowledge Area
712	Protect Food from Contamination by Pathogenic Microorganisms, Pa

Outcome #2**1. Outcome Measures**

Self-reported adoption of using a food thermometer to measure internal temperatures of hot/cold foods being held (% of individuals who report practicing this behavior "always" after completing the program)

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	75	72

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Potentially hazardous foods held at unsafe internal temperatures (41 to 135 degrees F) increase one's risk for contracting a food borne illness.

What has been done

Monitoring the internal temperature of hot/cold foods being held can help assure that foods are kept out of the danger zone (41 to 135 degrees).

Results

Before the FPM program, 32% (n=126) of program respondents (those who completed our survey) reported that they "always" measured the internal temperature of hot/cold foods being held. Thirty days after the program ended, that percentage rose to 72% (n=283).

4. Associated Knowledge Areas

KA Code	Knowledge Area
712	Protect Food from Contamination by Pathogenic Microorganisms, Pa

Outcome #3**1. Outcome Measures**

Self-reported adoption of washing hands for 20 seconds using soap and hot water (% of participants who report practicing this behavior "always" after participating in the program).

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	80	90

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Poor personal hygiene is one of the leading factors behind food borne disease outbreaks. Following proper hand washing procedures can significantly reduce the risk for food borne illness in retail establishments.

What has been done

Hand washing is clearly emphasized in the FPM program and proper procedures for hand washing are reviewed and demonstrated.

Results

Nearly two-thirds (67%; n=263) of the participants (who completed our follow-up survey) reported that they "always" washed their hands for 20 seconds using soap and hot water before coming to the FPM program. Thirty days after completing the program, that percentage had risen to 90% (n=352).

4. Associated Knowledge Areas

KA Code	Knowledge Area
712	Protect Food from Contamination by Pathogenic Microorganisms, Pa

Outcome #4**1. Outcome Measures**

Self reported increase in the adoption of using a thermometer to determine the doneness of food (percentage of participants who report practicing this behavior "always" after participating in the program).

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	72	70

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

When foods are undercooked, pathogens that might be present on the food have an opportunity to grow and divide, thus increasing the risk for food borne illness. The only way to accurately determine if a food has been properly cooked is to measure its internal temperature.

What has been done

The FPM program reviews and emphasizes the importance of using a food thermometer to determine whether or not a food has been properly cooked. Participants have an opportunity to work with food thermometers and learn how to use them and calibrate them so they accurately measure the internal temperature.

Results

Before the FPM program, 37% (n=144) of participants (completing our 30-day follow-up survey) used a food thermometer "always" to determine the doneness of food. Thirty days after the program ended, that percentage rose to 70%. During the 2007 year, we began providing all program participants with a food thermometer so we hope that this added incentive further increases our impact.

4. Associated Knowledge Areas

KA Code	Knowledge Area
712	Protect Food from Contamination by Pathogenic Microorganisms, Pa

V(H). Planned Program (External Factors)**External factors which affected outcomes**

- Government Regulations
- Other (Ability of program participants to implement knowledge/skills learned in the program.)

Brief Explanation

The reported changes in selected food safety practices by participants after completing the FPM program are significant and impressive. Although several fall shy of the targeted goal, the FPM program is clearly improving the food safety practices among food service workers. Reasons why the program did not meet all of its targeted goals are unclear, but one reason might be that some participants fail to realize risks associated with improper handling of food. Participant feedback from our 30-day followup survey also suggests that some participants are unable to practice what they learned in FPM due to restrictions made by their supervisor or owner. Because of this finding, beginning in 2008 we are assessing the extent to which FPM participants believe that they will have the ability to implement the practices learned in our course. Language and literacy challenges continue in spite of having materials translated into Spanish. In 2008, we will be offering an audio CD of the course book for participants who might have literacy challenges, or who are auditory learners.

V(I). Planned Program (Evaluation Studies and Data Collection)**1. Evaluation Studies Planned**

- After Only (post program)
- Retrospective (post program)

Evaluation Results

The "after only" evaluation reflects the customer satisfaction survey that was completed by nearly 1,100 participants in 2007. Based on a 1 to 5 scale (1 = very dissatisfied; 5 =very satisfied), the overall satisfaction with the program was 4.7. More than 90% of participants were either "satisfied" or "very satisfied" with the agent's knowledge of the subject matter, their presentation skills, and the manner in which they responded to questions raised by program participants. The "retrospective" evaluation reflects the extent to which participants adopted selected food safety practices as a result of completing the FPM program. Results have been featured in the outcomes section of this report.

Key Items of Evaluation

Program #12**V(A). Planned Program (Summary)****1. Name of the Planned Program**

Food and Nutrition Education for Limited Resource Audiences

V(B). Program Knowledge Area(s)**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
703	Nutrition Education and Behavior	50%		50%	
704	Nutrition and Hunger in the Population	25%		25%	
801	Individual and Family Resource Management	25%		25%	
Total		100%		100%	

V(C). Planned Program (Inputs)**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2007	Extension		Research	
	1862	1890	1862	1890
Plan	50.9	0.0	0.0	0.0
Actual	55.7	0.0	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
743857	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
743857	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
4520946	0	0	0

V(D). Planned Program (Activity)**1. Brief description of the Activity**

Nutrition education was conducted using a variety of methods including group, individual, media, and newsletters. Group methods included single education events that focused on a very specific concept/behavior (e.g. washing fresh produce to reduce the risk of a foodborne illness) or a series of lessons that focused on broader concepts such as label reading or food resource management. Networking with agencies and organizations to expand outreach and identify new audiences also took place at state, regional, and county levels.

2. Brief description of the target audience

The target audience for the Better Living for Texans program was food stamp recipients and applicants. However, Texas was granted waivers by USDA/FNS that allowed the program to expand to serve other limited resource audiences including women receiving WIC benefits, children attending schools in which 50% or more of the children receive free or reduced-fee meals; children and parents in Head Start programs; individuals receiving food at a food bank or food pantry; children who participate in the Summer Food Service Program; and individuals living in census tracts for which 50% lived at or below 130% of the federal poverty level.

V(E). Planned Program (Outputs)

1. Standard output measures

Target for the number of persons (contacts) reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	73700	157300	55300	0
2007	158704	255510	111195	0

2. Number of Patent Applications Submitted (Standard Research Output)

Patent Applications Submitted

Year Target

Plan: 0

2007 : 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

	Extension	Research	Total
Plan			
2007	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- # of group educational sessions conducted.

Year	Target	Actual
2007	7500	11327

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

O No.	Outcome Name
1	% of BLT participants who increase their physical activity by participating in a walking program.
2	Amount of monthly out-of-pocket food expenses reportedly saved by program participants.

Outcome #1**1. Outcome Measures**

% of BLT participants who increase their physical activity by participating in a walking program.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	25	0

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Experts agree that regular physical activity has numerous health benefits including a reduced risk for developing chronic disease. The Dietary Guidelines for Americans recommends a minimum of 30 minutes of physical activity most days of the week. However, a majority of adults and a large percentage of youth are not adhering to this recommendation.

What has been done

Participants in the BLT program were encouraged to participate in Walk Across Texas, an 8 week program designed to help individuals adopt the behavior of regular physical activity. Individuals participate in teams, combine the number of miles walked, and track their miles to walk across the state of Texas.

Results

During 2007, 3,556 individuals (1,883 adults and 1,673 youth) completed the Walk Across Texas. At the beginning of the program, teams were walking an average of 20.9 miles per week. At the end of the 8-week program, miles walked had increased to 24.3 miles.

4. Associated Knowledge Areas

KA Code	Knowledge Area
703	Nutrition Education and Behavior

Outcome #2**1. Outcome Measures**

Amount of monthly out-of-pocket food expenses reportedly saved by program participants.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	40	33

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Reducing out-of-pocket food expenses frees resources that could be used to pay for other expenses (housing, health care, etc). In addition to participating in food programs such as food stamps and free/reduced school meals, adopting food resource management practices (such as shopping with a list, planning meals, comparing food prices, and utilizing unit pricing to identify economical food buys) can help individuals stretch food resources and potentially reduce the amount of money they spend on food.

What has been done

Participants who participated in the Eat Better to Live Better lesson series learned strategies for stretching food resources including those identified above. Participants were also taught how to plan meals and how to select, prepare, and store foods safely to keep food from spoiling and to reduce the risk of a food borne illness.

Results

During the 2007 program year for BLT, 959 individuals were surveyed thirty days after they completed the program. Noticeable increases in the use of unit pricing, meal planning, shopping with a list, and comparing food prices were reported by participants. 810 individuals provided information on out-of-pocket food expenses before and after program completion. For these 810 individuals, the average monthly out-of-pocket food expenses had been reduced by an estimated \$33.41.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
703	Nutrition Education and Behavior
704	Nutrition and Hunger in the Population

V(H). Planned Program (External Factors)**External factors which affected outcomes**

- Economy

Brief Explanation

The economy (i.e. rising fuel and food prices) clearly plays a role in out-of-pocket food expenses. Although we fell short of reducing out-of-pocket food expenses by \$40 a month, the fact that we were able to reduce the expenses by \$33 is impressive. We must also keep in mind that limited resource audiences face many challenges that impact their willingness and ability to adopt recommended nutrition, food resource management, and food safety behaviors. For example, in Texas, an estimated 1 out of 6 households face food insecurity. For those households, just putting food (not always nutritious food) on the table is the top priority. Challenges with transportation and child care are factors which impact the extent to which participants can complete the programs AgriLife Extension has to offer. However, our agents and educators are tuned into these challenges and try to offer programs at various locations and time to minimize these barriers.

V(I). Planned Program (Evaluation Studies and Data Collection)**1. Evaluation Studies Planned**

- Before-After (before and after program)
- Other (follow-up (30-day) post)

Evaluation Results

Participants completing a 3-lesson series were surveyed pre, post, and 30-days afterwards. The extent to which selected food resource and food safety behaviors were adopted were assessed. For the 959 participants surveyed:

- 28% (n=269) "always" planned their meals before the program began
- 64% (n=613) were doing so 30-days after the program ended.
- More than 1 in 3 (n=336) "always" shopped with a list before the program but that percentage rose to nearly 75% (n=717) 30-days afterwards.
- Although more than 50% (n=503) were comparing food prices "always" when they began the program, more than 80% (n=769) were doing so 30-days after the program ended.
- Utilizing unit pricing to spot the most economical food buys also rose from 23% (n=224) pre to nearly 51% (n=486) 30-days post.
- Other findings including a reduction in the number of people who left prepared food out at room temperature for more than 2 hours.
- As indicated earlier, out-of-pocket food expenses also decreased by more than \$33.

Key Items of Evaluation

Program #13**V(A). Planned Program (Summary)****1. Name of the Planned Program**

Livestock and Meat Quality, Safety, and Productivity

V(B). Program Knowledge Area(s)**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
301	Reproductive Performance of Animals	10%		10%	
302	Nutrient Utilization in Animals	25%		25%	
303	Genetic Improvement of Animals	5%		5%	
306	Environmental Stress in Animals	5%		5%	
307	Animal Management Systems	20%		20%	
308	Improved Animal Products (Before Harvest)	20%		20%	
313	Internal Parasites in Animals	5%		5%	
315	Animal Welfare/Well-Being and Protection	10%		10%	
Total		100%		100%	

V(C). Planned Program (Inputs)**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2007	Extension		Research	
	1862	1890	1862	1890
Plan	53.0	0.0	33.0	0.0
Actual	56.1	0.0	25.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c 749199	1890 Extension 0	Hatch 1170822	Evans-Allen 0
1862 Matching 749199	1890 Matching 0	1862 Matching 2841675	1890 Matching 0
1862 All Other 4553412	1890 All Other 0	1862 All Other 2144227	1890 All Other 0

V(D). Planned Program (Activity)**1. Brief description of the Activity**

Research, as well as group and individual education, were on-going across the seven key subject matter/commodity areas. Methods of education included public meetings, individual support, printed and video/DVD materials, and web-based materials. Collaboration with breed associations, commodity groups, and corporations targeted research, and educational needs of a diverse livestock industry across the state involving both youth and adults.

2. Brief description of the target audience

The target audience is composed of beef cattle, horse, dairy, sheep, goat, and swine producers/owners/users, commodity group leadership, associations and registries, and youth enrolled in 4-H and FFA livestock projects.

V(E). Planned Program (Outputs)**1. Standard output measures**

Target for the number of persons (contacts) reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	147700	385800	12000	0
2007	64841	1438661	8618	0

2. Number of Patent Applications Submitted (Standard Research Output)**Patent Applications Submitted**

Year Target

Plan: 0

2007 : 0

Patents listed**3. Publications (Standard General Output Measure)****Number of Peer Reviewed Publications**

	Extension	Research	Total
Plan			
2007	7	329	336

V(F). State Defined Outputs**Output Target****Output #1****Output Measure**

- # of group educational sessions conducted.

Year	Target	Actual
2007	2500	2823

Output #2**Output Measure**

- # of Extension-related publications.

Year	Target	Actual
2007	10	7

Output #3**Output Measure**

- # of research-related publications.

Year	Target	Actual
2007	250	329

Output #4**Output Measure**

- # of research-related projects.

Year	Target	Actual
2007	105	109

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

O No.	Outcome Name
1	% of livestock owners/producers that adopt or plan to adopt best management practices to improve quality and profitability.
2	% of livestock owners/producers/commodity group reps that report increased knowledge of best management practices to improve quality and profitability.
3	% of livestock owners/producers that report a savings in money or increased profit by best management practices adopted.

Outcome #1**1. Outcome Measures**

% of livestock owners/producers that adopt or plan to adopt best management practices to improve quality and profitability.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	50	50

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Established best management practices for quality and profitability of ownership, production and use help customers make changes to improve livestock, operations, utility of animals owned and save time or money.

What has been done

Programs included Texas Beef Quality Producer, Beef 101, 706, 2010, Bull Selection, Drought Management, Horse 101, Mare/Foal Workshops, Dairy Outreach, and Youth Programs: 35th Summer Horsemanship Schools, Lamb/Goat Camps and Judging Camps.

Results

From measures including beef, meats, dairy, horse, and sheep/goats, 54%-100% reported adoption of at least one best management practice. 56%-90% reported elimination of non-productive practices. 50% established anti-theft measures, 61% financial plans, 72% drought management plans, 70% hay analysis, 85% adopted EPD's and fertility testing, 92% reported use of cost/lb strategies for alternative feedstuffs and 92% body condition scoring as a management tool.

4. Associated Knowledge Areas

KA Code	Knowledge Area
307	Animal Management Systems
302	Nutrient Utilization in Animals
313	Internal Parasites in Animals
301	Reproductive Performance of Animals
315	Animal Welfare/Well-Being and Protection
306	Environmental Stress in Animals
303	Genetic Improvement of Animals
308	Improved Animal Products (Before Harvest)

Outcome #2**1. Outcome Measures**

% of livestock owners/producers/commodity group reps that report increased knowledge of best management practices to improve quality and profitability.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	70	70

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Knowledge gains prompt adoption of practices that improve the quality of beef cattle, dairy cattle, horses, sheep/goats, prompt time savings and increase confidence in decision-making and problem solving for livestock producers and youth involved in the livestock industry.

What has been done

Educational programs were conducted and evaluated for large scale livestock producers, small scale owners, producers or users and youth who own, produce, market and enjoy livestock.

Results

68%-90% reported increased decision-making ability. 70%-100% increased confidence in management and use, 75% learned information that saves time in management. 80% had knowledge gains of 30%-56% for cattle handling, record keeping, food safety control, environmental management, livestock evaluation and general management practices.

4. Associated Knowledge Areas

KA Code	Knowledge Area
301	Reproductive Performance of Animals
315	Animal Welfare/Well-Being and Protection
306	Environmental Stress in Animals
302	Nutrient Utilization in Animals
307	Animal Management Systems
303	Genetic Improvement of Animals
308	Improved Animal Products (Before Harvest)
313	Internal Parasites in Animals

Outcome #3**1. Outcome Measures**

% of livestock owners/producers that report a savings in money or increased profit by best management practices adopted.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	10	10

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Animal management systems strive to go beyond quality of life, quality of production and increased knowledge as a significant outcome. For many production enterprises this is reduced cost or increased profit.

What has been done

Economic benefit was measured from the Texas Beef Quality Assurance, drought management, and dairy and horse programs.

Results

Cattle producers reported saving \$9.47 - \$29/weaned calf and 85% said knowledge gained in livestock handling and immunization protocols saved \$36.25/head. 47% of dairy producers, 73% of Horse 101 & 94% of Beef Cattle Conference participants expected savings from adoption of practices. 78% of Mare/Foal workshops attendees set the savings at 5%-8.2% per horse annually. Drought management practices produced returns of \$95/cow. Southwest Beef Symposium valued at \$290/person.

4. Associated Knowledge Areas

KA Code	Knowledge Area
313	Internal Parasites in Animals
315	Animal Welfare/Well-Being and Protection
303	Genetic Improvement of Animals
306	Environmental Stress in Animals
301	Reproductive Performance of Animals
308	Improved Animal Products (Before Harvest)
302	Nutrient Utilization in Animals
307	Animal Management Systems

V(H). Planned Program (External Factors)**External factors which affected outcomes**

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Public Policy changes
- Government Regulations
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

Detailed outcome measures and impact statements are available upon request for the following educational programs: Texas Beef Quality Producer Program, Cowboy Beef Quality Assurance, Beef Cattle Short Course, Beef 101, Beef 706, Beef 2010, Bull and Heifer Selection Programs, Southwest Beef Symposium, Basic Horse Management 101, Mare/Foal Management Workshops, Horse Feed Industry Workshops, Horse Theft Protection Legislative Initiative, Veterinarian CEU Credit Meetings, Dairy Outreach Program Areas, Youth Lamb/Goat Camps, Livestock and Horse Judging Camps/Clinics and on-line Livestock/Horse Evaluation, 35th Summer Horsemanship School Program, 45th Texas State 4-H Horse Show, Stock Show support, Quality Counts Youth Education, and Master Volunteer Leader Training for volunteers. Collaboration across Extension and Research on translational projects with direct impact on livestock owners and producers is also consistent and documented.

V(I). Planned Program (Evaluation Studies and Data Collection)**1. Evaluation Studies Planned**

- Retrospective (post program)
- Before-After (before and after program)

Evaluation Results

Knowledge gains compare incoming knowledge to post-education knowledge. Gains in knowledge ranged from 30% to 50% regarding horse nutrition, cattle handling, record keeping, health practices, food safety control points, environmental management, and quality control. Selected programs such as the Beef Cattle Short Course, Theft Protection education and Mare/Foal Workshop have been evaluated also via 6 month follow-up to compare intention to adopt against actual adoption of best management practices. Intention to adopt and actual adoption rates appear similar. Economic benefits reflect both absolute amounts/head of livestock and percentage savings in management cost/head of livestock/year. Outcome measures have been obtained from audiences that include adult livestock producers, meat handlers, individual owners and youth involved in various aspects of the livestock industry.

Key Items of Evaluation

Program #14**V(A). Planned Program (Summary)****1. Name of the Planned Program**

Life Skills for Youth

V(B). Program Knowledge Area(s)**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
806	Youth Development	100%		100%	
	Total	100%		100%	

V(C). Planned Program (Inputs)**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2007	Extension		Research	
	1862	1890	1862	1890
Plan	46.3	0.0	0.0	0.0
Actual	64.4	0.0	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
860043	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
860043	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
5227090	0	0	0

V(D). Planned Program (Activity)**1. Brief description of the Activity**

This program is based on six learning experiences tied to the work of the project for which they participate. Each project is experientially focused. Examples of activities include workshops, demonstrations, and hands-on experiences. Numerous materials and support is provided by the Texas 4-H faculty to agents and specialists. These items are used for implementation of projects and for professional development of staff. Use of volunteers is significant in enhancing and extending efforts to reach and provide youth with positive experiences. Decisions related to areas of focused projects are decided locally and tied to issues identified by Texas residents. Nationally, youth-related issues include Weight Management, Harmful Substance Abuse, Teen Sexuality, Accepting and Respecting Others, Youth Violence, Unsupervised Time, Youth Literacy, and Death by Accident. During the last statewide issues assessment, Texas counties identified a number of youth related issues that strongly parallel national concerns. These issues continued as areas of focus for 2007.

Texas 4-H offers nine areas of program delivery to meet the needs of a diverse state with complex issues. A comprehensive urban plan includes faculty from the 20 most populated Texas counties who work cooperatively toward a consistent program directed to serve the needs of urban youth. Furthermore, focused efforts are directed toward traditionally under-served clientele and accommodations were made to meet the needs of the disadvantaged. Texans Building Character, 4-H Leadership Development, Workforce Development and Entrepreneurship, Conflict Resolution, Technology Education, Building Community Inclusion through Diversity and 4-H Curriculum Development through Texas 4-H Project Teams were addressed. Project curriculum was aligned to meet the Texas Essential Knowledge and Skills (TEKS) as identified by the Texas Education Agency (TEA). During 2006, TEKS components continued to be valued within 4-H curricula as TEA has moved toward requirements for Texas schools to assess the knowledge and skills (TAKS) gained by youth. Additionally, 4-H has formed an alliance with public schools through a group known as the Texas School Health Advisory Committee (TSHAC). TSHAC ensures that all schools are utilizing curriculum that offers accurate information related to nutritional needs of adolescents. Internal and external linkages were formed with numerous agencies, including: Civic and Community Organizations, Extension Program Council, Family and Community Education Groups, Juvenile Probation System, Parks and Recreation Departments, Universities, Schools, Corporations, Philanthropy Foundation, and other youth serving agencies as appropriate to this performance goal. Two project grants were continued, involving 17 county sites, that focused on the development of youth/adult partnerships. One grant was secured that targeted six Texas counties that focused on developing collaborations by forming community youth boards. AgriLife Extension will draw on the experience in these targeted sites to develop a best practice approach for all 254 Texas counties. Some project highlights include: During 2007, 8,984 youth participated in Workforce Preparedness project work. Texas 4-H continued with the CYFAR project titled: Kidz with Biz Ideaz. The project focuses on the development of job readiness skills and creating an ever-mindful climate of entrepreneurship for youth. Over 730 youth have been involved with the project in the four county sites. Youth have developed concepts for home-based business and participated in Entrepreneurship Fairs where they are able to display their products. An entrepreneurship tour was held during the summer of 2007 where youth toured around Texas and visited unique businesses to give them a practical sense of the opportunity to start a business in their home town. Many small Texas communities are experiencing negative population growth, thus increasing the importance for youth to feel they can create a future for themselves. In addition to the Kids with Biz project, 5,606 youth have been involved in Entrepreneurship related project work through 340 learning sessions offered around the state for a total of 11,891 contact hours. During 2004, a grant was secured focused toward building a climate of inclusiveness in communities. The program includes seven county sites who are focused toward teaching community groups to be more accepting and inviting to youth with disabilities. The project titled: "Building Community Inclusion", was directed to address Texas 4-H's focus on diversity. As a result of the 2004 effort, a new camp in 2005 was started at the Texas 4-H Camping and Conference Center and continued in 2007. The camp, called Mission Possible, was focused toward the joint participation of youth with and without disabilities. As a result, 38 disabled youth, who otherwise more than likely would have never had a positive camping experience, were exposed to 4-H. Furthermore, training of camp counselors and summer staff related to working with disabled youth has become a staple of the training program. Texas 4-H also expanded the statewide technology team who partners with state faculty to offer more educational opportunities for youth via the web and distance learning. As a result of this effort, over \$50,000 in computer equipment has been secured in the form of mobile technology labs for youths' use. The youth team has conducted statewide educational workshops for senior adults, as well as their peers. This group also conducted educational workshops during the 2006 and 2007 Entrepreneurship Camp and served as the technology support for the 2007 Children, Youth, and Families At Risk Project. A base of 4-H project work continues to be the development of leadership life skills. Some highlights of county efforts include a total of 4,718 sessions reaching 64,482 youth. Leadership skill development camps were held in 12 Extension districts for 4-H members serving in local leadership roles. 472 youth answered questions pertaining to their knowledge or intentions to change based on the programs implemented. During 2006, a base program was added to AgriLife Extension work that focuses on Disaster Preparedness and Mitigation. The youth component included work in educational activities associated with "Patriotism through Preparedness." This program focused on the life skill of personal readiness and planning. During 2007, the project included a total of 109 sessions reaching 1,509 youth. A core life skill for youth is decision making. Three key projects were conducted in the state directed to youth that had a decision making focus. The projects include, Health Rocks, Towards No Tobacco, and Walk Across Texas for youth. Each of these are decision-making project emphasizing confidence in decisions that affects youth's health. 862 learner sessions were conducted reaching 13,871 youth.

2. Brief description of the target audience

All youth of 4-H age are targeted for programs depending on location, identified issues, and programs of interest.

V(E). Planned Program (Outputs)**1. Standard output measures****Target for the number of persons (contacts) reached through direct and indirect contact methods**

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	120500	462600	175600	0
2007	111106	424280	308538	0

2. Number of Patent Applications Submitted (Standard Research Output)**Patent Applications Submitted****Year Target****Plan:** 0

2007 : 0

Patents listed**3. Publications (Standard General Output Measure)****Number of Peer Reviewed Publications**

	Extension	Research	Total
Plan			
2007	13	0	13

V(F). State Defined Outputs**Output Target****Output #1****Output Measure**

- # of group educational sessions conducted.

Year	Target	Actual
2007	12700	89299

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

O No.	Outcome Name
1	% of youth who increase knowledge of life skills concepts and practices.
2	% of youth who report they have adopted life skills concepts and practices.
3	% of youth who plan to pursue higher education interest or career interest as a result of their project work.

Outcome #1**1. Outcome Measures**

% of youth who increase knowledge of life skills concepts and practices.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	65	70

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Leadership life skills are generally recognized as overarching outcomes to 4-H project work. This skill is important for youth to acquire. Youth development research shows that young people who apply their leadership life skills in roles such as club officers or team captains make more money in their adult lives, as a result of the base skills they gained through their project work.

What has been done

Each 4-H program in all 12 Extension districts hosts a leadership conference focused toward leadership life skill development. A general leadership curriculum was applied in all instances and an assessment instrument used to measure the outcomes of the events.

Results

Evaluations were done on a sample of 4-H participants who chose to participate in specified leadership life skill training workshops.

A majority of youth participants identified the following life skills as being project elements they increased as a result of their experience:

- * Setting personal goals
- * Self-confidence
- * Increased communication skills
- * Resisting negative peer pressure
- * Increased productivity by working in groups
- * Accepting consequences of decisions

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #2**1. Outcome Measures**

% of youth who report they have adopted life skills concepts and practices.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	35	60

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Leadership life skills are generally recognized as overarching outcomes to 4-H project work. Leadership life skills are important for youth to acquire as described in 40 development assets of successful youth.

What has been done

Targeted leadership camps are held in all 12 Extension districts.

Results

A sample of representative groups who participated in leadership life skill training reported through survey that 63% felt the experience would lead them to take action toward changes in life including: setting personal goals, positively planning for the future, and seeking opportunities to work in groups for increased productivity.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #3**1. Outcome Measures**

% of youth who plan to pursue higher education interest or career interest as a result of their project work.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	10	15

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

The issue is addressing school drop outs and the importance of youth completing educational goals and pursuits. The results of such 4-H studies are important when it is noted that:

- School dropouts will earn \$200,000 less than high school graduates, and over \$800,000 less than college graduates, in their lifetime. Enhanced earning potential equates to increased purchasing power and contribution to the tax base for Texas.
- Dropouts make up nearly half the heads of households on welfare.
- Dropouts make up nearly half the prison population.

What has been done

During 2007, Texas 4-H continued a broad scale study of positive youth development. A child who exhibits signs of Positive Youth Development is defined as one who has enhanced skills in the areas of competence, confidence, character, caring, and connectedness. The study was part of a nationwide effort coordinated by Tufts University and funded by the National 4-H Council. As a partner in the study, Texas 4-H involved 690 4-H and non-4-H youth from the 4th through 12th grades, representing 47 urban and rural counties.

The study showed that youth who are in 4-H tend to exhibit grades and the sense of academic competence consistent with aspirations to pursue higher education

Results

- 96% of Texas 4-H youth surveyed reported that they agree they want to go to college to get the job they want.
- 91% indicated that their parents and guardians expect them to go to college.
- 76% of youth report that they will be able to contribute more to their community if they go to college.
- 85% indicated that giving back to the community is important and they feel they can help improve their communities.

A study of Texas 4-H Council alumni showed that participating in the statewide leadership group influenced their career choice. Seventy-one percent (71%) of the alumni indicated that their 4-H leadership participation positively influenced their career choice.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Appropriations changes
- Competing Public priorities
- Competing Programatic Challenges

Brief Explanation

Appropriation Changes: Beyond grants that the 4-H unit has brought in, the lack of initiative funds influences the opportunity to expand project areas and offer new efforts that may be more appealing to youth not otherwise involved in the program. Competing Public Priorities: Multiple opportunities for youth and a society raising over-scheduled children leads to families making more targeted choices regarding their child's extra-curricular activities. Competing Programmatic Challenges: Multiple project opportunities with decreased staff creates a climate where the creation of new program options is difficult to bring forward. Most efforts are focused on existing programs and their support.

V(I). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned

- Retrospective (post program)
- Before-After (before and after program)

Evaluation Results

During 2007 Texas 4-H continued a broad scale study of Positive Youth Development. A child who exhibits signs of Positive Youth Development is defined as one who has enhanced skills in the areas of competence, confidence, character, caring, and connectedness. The study was part of a nationwide effort coordinated by Tufts University and funded by the National 4-H Council. As a partner in the study, Texas 4-H involved 690 4-H and non-4-H youth from the 4th through 12th grades, representing 47 urban and rural counties. The study showed that youth who are in 4-H tend to exhibit grades and the sense of academic competence consistent with aspirations to pursue higher education.

- The general public associates participation in 4-H with school achievement and goals to pursue higher education.
- 96% of Texas 4-H youth surveyed reported that they agree they want to go to college to get the job they want.
- 91% indicated that their parents and guardians expect them to go to college.
- 76% of youth report that they will be able to contribute more to their community if they go to college.
- 85% indicated that giving back to the community is important and they feel they can help improve their communities.

A study of Texas 4-H Council alumni, showed that participating in the statewide leadership group influenced their career choice. Seventy-one percent (71%) of the alumni indicated that their 4-H leadership participation positively influenced their career choice. The results of such 4-H studies are important when it is noted that:

- School dropouts will earn \$200,000 less than high school graduates, and over \$800,000 less than college graduates, in their lifetime. Enhanced earning potential equates to increased purchasing power and contribution to the tax base for Texas.
- Dropouts make up nearly half the heads of households on welfare.
- Dropouts make up nearly half the prison population.

Other important discoveries in the Positive Youth Development Study worth noting were: When Texans consider the millions of dollars that are paid out annually in insurance claims due to vandalism, the positive outcomes of 4-H become even more prevalent.

- 85% of youth report that they never or rarely have broken or damaged the property of others.
- 85% report that they never have stolen or damaged government property.
- 80% report that they have never been with a group of peers who have damaged or stolen the property of others.

Key Items of Evaluation

Educational intent/pursuit Vandalism

Program #15**V(A). Planned Program (Summary)****1. Name of the Planned Program**

Crop and Forage Production Systems

V(B). Program Knowledge Area(s)**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
102	Soil, Plant, Water, Nutrient Relationships	10%		10%	
202	Plant Genetic Resources	10%		10%	
205	Plant Management Systems	20%		20%	
211	Insects, Mites, and Other Arthropods Affecting Plants	10%		10%	
212	Pathogens and Nematodes Affecting Plants	10%		10%	
213	Weeds Affecting Plants	10%		10%	
216	Integrated Pest Management Systems	30%		30%	
	Total	100%		100%	

V(C). Planned Program (Inputs)**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2007	Extension		Research	
	1862	1890	1862	1890
Plan	66.1	0.0	80.0	0.0
Actual	58.1	0.0	99.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
775908	0	3112782	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
775908	0	10080114	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
4715744	0	8071419	0

V(D). Planned Program (Activity)**1. Brief description of the Activity**

Provided training and program materials to County Extension Agents to conduct educational programs at the county level. Technical assistance is provided to agents by specialists in the area of result demonstrations and applied research. Provided multi-county, regional and statewide educational programs via specialist faculty to various stakeholders. Statewide programs in crops center on identification and education of producers on high-yielding insect and drought-tolerant varieties with high quality; management practices that reduce tillage and conserve moisture, and weed management technology to minimize the spread of herbicide resistant biotypes. High fertilizer costs are increasing the demand for better, more efficient nutrient management. Forage programming is emphasizing the use of stockpiled hay, ryegrass and legumes to reduce the cost to ranchers for overwintering cows. There is also a strong demand for educational programs for small landowners.

2. Brief description of the target audience

The target audience for this program consists of agricultural producers who produce food, fiber, fuel, and forages in the state, and allied industries that produce and sell inputs and equipment for agricultural production. Specific focus is on those commodities listed in the program overview. In addition, these programs are interpreted to the urban public through various methods.

V(E). Planned Program (Outputs)

1. Standard output measures

Target for the number of persons (contacts) reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	51000	182900	0	0
2007	67534	278119	3921	0

2. Number of Patent Applications Submitted (Standard Research Output)

Patent Applications Submitted

Year	Target
Plan:	5
2007 :	0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

	Extension	Research	Total
Plan			
2007	12	711	723

V(F). State Defined Outputs

Output Target

Output #1**Output Measure**

- # of group educational sessions conducted.

Year	Target	Actual
2007	1900	4322

Output #2**Output Measure**

- # of research-related publications.

Year	Target	Actual
2007	785	711

Output #3**Output Measure**

- # of research-related projects.

Year	Target	Actual
2007	175	177

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

O No.	Outcome Name
1	% of crop and forage producers that adopt or plan to adopt best management practices to improved quality and profitability.
2	% of crop and forage producers that report increased knowledge of best management practices to improve quality and profitability.

Outcome #1**1. Outcome Measures**

% of crop and forage producers that adopt or plan to adopt best management practices to improved quality and profitability.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	25	55

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Cotton producers have difficulty in mechanically controlling stalks following harvest resulting in high cost in tillage and a habitat favorable for boll weevil reproduction.

What has been done

A chemical stalk destruction program was introduced that reduces tillage and helps manage the cotton boll weevil, a destructive pest of cotton.

Results

Chemical stalk destruction has been adopted on 55% or 543,164 of the total planted acreage of 987,570 acres in the Rio Grande Valley, Coastal Bend, the Brazos River Valley and the Blackland Prairies. Due improved stalk destruction, reduced fuel consumption, equipment costs and labor, the educational program is estimated to have resulted in a total increase in net returns of \$5,532,030 annually, with a value added of \$3,465,988 and has brought about additional employment of 51 jobs in the region.

4. Associated Knowledge Areas

KA Code	Knowledge Area
205	Plant Management Systems
216	Integrated Pest Management Systems
213	Weeds Affecting Plants
102	Soil, Plant, Water, Nutrient Relationships
211	Insects, Mites, and Other Arthropods Affecting Plants
202	Plant Genetic Resources
212	Pathogens and Nematodes Affecting Plants

Outcome #2**1. Outcome Measures**

% of crop and forage producers that report increased knowledge of best management practices to improve quality and profitability.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	65	93

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

With the thin profit margins available to cotton growers, yield, fiber quality, and reduced input costs are the key to profitability.

What has been done

A series of clinics is held annually in the South Plains of Texas to educate producers on new varieties and production technologies to enhance yield and fiber quality.

Results

- 75% indicated they probably will or definitely will more rapidly adopt Roundup Ready Flex cotton herbicide resistance technology based on TAMUS variety testing.
- 74% indicated they probably will or definitely will manage risk of new varieties containing Roundup Ready Flex cotton herbicide resistance technology based on TAMUS variety/fiber quality/storm resistance/maturity testing. 59% indicated they probably will or definitely will more rapidly adopt Bt cotton insect resistance technology based on TAMUS variety testing.
- 50% indicated they probably will or definitely will more rapidly adopt new cotton varieties based on TAMUS variety testing.
- 93% stated that they felt what they learned in the program will give them the ability to analyze land situations and make better land management decisions

4. Associated Knowledge Areas

KA Code	Knowledge Area
202	Plant Genetic Resources
205	Plant Management Systems
102	Soil, Plant, Water, Nutrient Relationships
213	Weeds Affecting Plants
216	Integrated Pest Management Systems
211	Insects, Mites, and Other Arthropods Affecting Plants
212	Pathogens and Nematodes Affecting Plants

V(H). Planned Program (External Factors)**External factors which affected outcomes**

- Natural Disasters (drought,weather extremes,etc.)
- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programatic Challenges
- Populations changes (immigration,new cultural groupings,etc.)

Brief Explanation

V(l). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned

- Retrospective (post program)
- Before-After (before and after program)

Evaluation Results

Key Items of Evaluation

Program #16**V(A). Planned Program (Summary)****1. Name of the Planned Program**

Child Passenger Safety

V(B). Program Knowledge Area(s)**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
723	Hazards to Human Health and Safety	100%		100%	
	Total	100%		100%	

V(C). Planned Program (Inputs)**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2007	Extension		Research	
	1862	1890	1862	1890
Plan	3.9	0.0	0.0	0.0
Actual	5.6	0.0	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
74786	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
74786	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
454530	0	0	0

V(D). Planned Program (Activity)**1. Brief description of the Activity**

County Extension agents and law enforcement officers, trained and certified as child passenger safety technicians, conducted child safety seat checkup events in under-served rural areas of Texas. In addition, child safety seat fitting stations have been established at county Extension offices and fire/EMS departments to allow families additional access to certified technicians. Certified technicians check seats and the installation of the seats in parents' vehicles at check up events and fitting stations. When needed, technicians then installed seats properly and taught parents/caregivers how to install the seat properly. When needed, a replacement seat was issued at no charge to parents and caregivers at checkup events and fitting stations.

2. Brief description of the target audience

Under-served residents of rural areas in Texas.

V(E). Planned Program (Outputs)**1. Standard output measures****Target for the number of persons (contacts) reached through direct and indirect contact methods**

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	1440	21300	1620	0
2007	3636	5036	1629	0

2. Number of Patent Applications Submitted (Standard Research Output)**Patent Applications Submitted****Year Target****Plan:** 0

2007 : 0

Patents listed**3. Publications (Standard General Output Measure)****Number of Peer Reviewed Publications**

	Extension	Research	Total
Plan			
2007	0	0	0

V(F). State Defined Outputs**Output Target****Output #1****Output Measure**

- # of group education sessions conducted.

Year	Target	Actual
2007	200	441

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

O No.	Outcome Name
1	# of car seats inspected.

Outcome #1**1. Outcome Measures**

of car seats inspected.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	900	1785

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Traffic crashes are the leading cause of death for children 14 and under, and the annual cost of motor vehicle occupant-related death and injury exceeds \$25.8 billion. Properly used safety belts and child restraints are the single-most effective tool to reduce these deaths and injuries.

What has been done

Project trained, certified technicians hold check up events and check-up stations where parents/caregivers can bring their children in their vehicles with the seats installed to have them checked for proper installation. Parents are taught correct installation, and then demonstrate their ability to do so themselves. New seats are given to those needing them at no cost.

Results

1,795 seats were checked. 99% had been installed incorrectly. 1,095 new child safety seats were given to attendees, at no cost to them, in 2007.

4. Associated Knowledge Areas

KA Code	Knowledge Area
723	Hazards to Human Health and Safety

V(H). Planned Program (External Factors)**External factors which affected outcomes**

- Appropriations changes
- Public Policy changes
- Competing Public priorities
- Competing Programmatic Challenges

Brief Explanation**V(I). Planned Program (Evaluation Studies and Data Collection)****1. Evaluation Studies Planned**

- Before-After (before and after program)

Evaluation Results

The economic benefits are an estimated \$1,820 per child ages 0-4 and \$2,130 per child ages 4-7 for new seats distributed, and \$505 per child for seat misuse corrected based on a formula from the Children's Safety Network Economics and Data Analysis Resource Center. This team inspected 1,785 seats this year--the majority were low-income and minority families. Whenever needed, families and caregivers coming to the events and fitting station appointments were given free replacement seats; 1,095 new child safety seats were given to parents who needed them at these check ups. 99% of the seats were found to be installed improperly by the technicians.

Key Items of Evaluation

The economic benefits are an estimated \$1,820 per child ages 0-4 and \$2,130 per child ages 4-7 for new seats distributed, and \$505 per child for seat misuse corrected based on a formula from the Children's Safety Network Economics and Data Analysis Resource Center. This team inspected 1,785 seats this year--the majority were low-income and minority families. When needed, 1,095 families and caregivers coming to the events and fitting station appointments were given free replacement seats.

Program #17**V(A). Planned Program (Summary)****1. Name of the Planned Program**

Cancer Risk Reduction and Early Detection

V(B). Program Knowledge Area(s)**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
723	Hazards to Human Health and Safety	100%		100%	
	Total	100%		100%	

V(C). Planned Program (Inputs)**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2007	Extension		Research	
	1862	1890	1862	1890
Plan	3.4	0.0	0.7	0.0
Actual	2.2	0.0	2.4	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
29380	0	9845	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
29380	0	216867	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
178565	0	253364	0

V(D). Planned Program (Activity)**1. Brief description of the Activity**

Agents were given support materials to help them deliver cancer prevention and early detection awareness raising activities in their rural communities. County Extension agents were provided an opportunity to apply for funding that allowed them to purchase educational resources such as: pedometers to increase the number of children walking in Title One schools, ultraviolet beads and other materials to detect sun exposure at Farm Safety Days, health fairs, and similar activities, exhibits such as the one for "Put It Outside" to be used at health and parenting fairs, Hallelujah to Health exhibits and other materials for use in African American churches, Towards No Tobacco curriculum and workbooks, etc.

2. Brief description of the target audience

Under-served rural residents of Texas who are at risk for cancer.

V(E). Planned Program (Outputs)**1. Standard output measures****Target for the number of persons (contacts) reached through direct and indirect contact methods**

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	2240	3890	3180	0
2007	2385	7053	1301	0

2. Number of Patent Applications Submitted (Standard Research Output)**Patent Applications Submitted****Year Target****Plan:** 0

2007 : 0

Patents listed**3. Publications (Standard General Output Measure)****Number of Peer Reviewed Publications**

	Extension	Research	Total
Plan			
2007	0	26	26

V(F). State Defined Outputs**Output Target****Output #1****Output Measure**

- # of education sessions conducted.

Year	Target	Actual
2007	194	170

Output #2**Output Measure**

- # research-related publications.

Year	Target	Actual
2007	10	26

Output #3**Output Measure**

- # research-related projects.

Year	Target	Actual
2007	4	4

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

O No.	Outcome Name
1	# of kids who intend to not use tobacco based on signing a 'No Tobacco' contract.

Outcome #1**1. Outcome Measures**

of kids who intend to not use tobacco based on signing a 'No Tobacco' contract.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2007	700	1535

3c. Qualitative Outcome or Impact Statement**Issue (Who cares and Why)**

Tobacco use by rural youth is higher than for urban youth.

What has been done

Towards No Tobacco, a 10 session, best practice program was delivered in nine rural counties to youth in grades three to five. Teams of youth were also trained to support tobacco law enforcement, how to provide awareness activities for younger children, write articles for local papers, participate in radio interviews, and report results to their county officials.

Results

At the conclusion of the 10 sessions, 1,535 participating youth signed contracts indicating they were not going to use tobacco.

4. Associated Knowledge Areas

KA Code	Knowledge Area
723	Hazards to Human Health and Safety

V(H). Planned Program (External Factors)**External factors which affected outcomes**

- Government Regulations
- Other ()

Brief Explanation**V(I). Planned Program (Evaluation Studies and Data Collection)****1. Evaluation Studies Planned**

- Before-After (before and after program)

Evaluation Results

After attending the best practice, 10 class series, Towards No Tobacco, 1,535 youth signed contracts not to begin using tobacco in the future.

Key Items of Evaluation

After attending the best practice, 10 class series, Towards No Tobacco, 1,535 youth signed contracts not to begin using tobacco in the future.